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ABSTRACT

Five case studies illustrate "good practice" in integrating handicapped secondary students. The articles focus on programs in Italy, the U.S., England, and Norway. Papers on the Scuola Di Rienzo on Rome and the Drayton School in Oxfordshire, England describe lower secondary schools. The Rome program was once a special school for physically handicapped pupils, and its evolution into an ordinary school is recounted. The English experience of integration policy is considered, and the Oxfordshire program is described; the program features internal arrangements designed to make the school more personal to its pupils. Success is ascribed to attitudes, relationships, resources/building, organization, and philosophy. The U.S. programs represented are LaFollette High School in Madison, Wisconsin, and North Eugene High School, Oregon. The LaFollette program is described in terms of local public policy, financial resources, the history of desegregation, and the importance of the individualized education program (IEP). Eleven brief case studies exemplify student programing and special support. The Oregon approach focuses on integrating adolescents with handicaps into the public school system. Strategies to facilitate functional, physical, social, and societal integration are described. The final case study describes an experimental upper secondary school in Oslo, Norway. The evolution of the organizational model is recounted, and timetables for two classes are cited to illustrate modifications made in the regular curriculum. (CL)

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INTEGRATION OF THE HANDICAPPED IN SECONDARY SCHOOLS

FIVE CASE STUDIES

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THE EDUCATION OF THE HANDICAPPED ADOLESCENT
III

INTEGRATION OF THE HANDICAPPED IN SECONDARY SCHOOLS

Five Case Studies

EC 18/1704

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This report represents the third volume in a series of publications which emanates from CERI's programme of work on the Handicapped Adolescent. The other two volumes, Integration in the School and The Transition from School to Working Life, covered a broad spectrum of developments in most OECD countries -- the first volume being concerned with current trends towards integrated schooling and the second with those problems which arise during that complex period when the young handicapped person leaves the protection of school and attempts to enter working life.

The current volume is based on selected examples of integration in school in order to provide in-depth information on actual developments. The case studies commissioned describe in some detail how a wide range of children with handicaps are being integrated in high schools in four countries. It is a first attempt to provide descriptions of practices which may be of direct relevance to principals and teachers in schools.

It is important to recognise that these descriptions of interesting and effective practices are designed to answer the questions how did it start and how does it work? These are questions that are commonly asked by local administrators and teachers, who have little knowledge of successful patterns of integration in practice. These studies, with the details they give about different practices, are designed as a contribution to current thinking in Member countries.

This study would not have been possible without the generous assistance, in the form of a grant, from the United States Department of Education, Office of Special Education and Rehabilitative Services.

The report is published on the responsibility of the Secretary-General but the views expressed are those of the authors and do not commit either the Organisation or the national authorities concerned.

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I

AN OVERVIEW OF THE FIVE STUDIES

by Lise Vislie
Institute for Educational Research, University of Oslo

In each of the countries where these studies of integration were commissioned, the consultants were asked to report upon and evaluate performance with respect to a single location which had been identified in the course of earlier work as "an interesting example of good practice".

Inevitably, "good practice" implies a number of different practices when, as in this survey, the evidence is drawn from five separate schools in four different countries. The principal reason for such variety is, of course, the difference between national settings, particularly as regards the historical-cultural, institutional-legal and social factors. All the case studies give us some indication of their country backgrounds in these respects, albeit briefly. If fuller information is desired it can be found in an earlier publication in this series Education of the Handicapped Adolescent. Italy, Norway, the United Kingdom and the United States are especially covered there (1).

A key concern in public policies for the handicapped in all OECD countries is integration. However, the meaning of the word is not the same in all of them, and the extent to which they have been able to move away from the traditional means of segregating the handicapped varies considerably. Thus, although policies may be the same, strategies differ. Indeed, all countries are in a process of change. How far the process will go and what the outcome will be, we are not yet in a position to predict.

THE CHALLENGE OF NEW OPPORTUNITIES

In all the countries under review new policies have introduced new opportunities, particularly for the integration of handicapped young people in the schools. However, nowhere has integration become obligatory, nowhere does the ordinary school exist as the only possibility for the education of the handicapped. The alternative is segregation, which exists everywhere -- not as another opportunity along the same lines as integration, but as a continuing tradition.

If these new opportunities are to become realities such a tradition must be superseded. Official policy in the 60s and the 70s has been hesitant about this. For instance, in most of the countries special schools and other types of segregated provision have been allowed to remain in the system; frequently they have even obtained improved conditions as part of a new policy. In some places, too, there has been an actual increase in number of pupils enrolled in special schools and related provisions just at the time when integration has achieved official support (2).

In these circumstances the initiative for changing the system has been largely taken at the grassroots -- by those who for various reasons have felt directly challenged by the new opportunities and have seen the room for change opening up. It is true that some pressure groups (such as political organisations or parent associations) have been working at the national level, but the most interesting advances seem to have taken place at local level and in the schools. This, after all, is the level at which policies meet educational practice and where the professionals are brought face-to-face with the challenge.

All the case studies here presented are illustrative of locations where such confrontation has happened and the professionals have taken an active part in the implementation of change. It should be noted, however, that the professionals have not always found the role of change-agent consistent with their official function; nevertheless, their support is vital when policies are mainly of a programmatic character -- as, of course, is the case for policies for integration (3).

NATIONAL SETTINGS

Part of the national context for all of the studies is, inescapably, the education system itself. Between countries the duration of secondary education differs, so does the age at which primary education is finished and secondary education begins, and when divisions are introduced between its lower and upper stages.

In this phase of the Handicapped Project we have been concerned particularly with secondary schools which together cover the whole adolescent age range. However, it should be appreciated that each of the schools in this series of studies caters for a different age group and represents a specific form of secondary education.

Scuola di Rienzo in Rome, for example, is a scuola media, the last cycle of compulsory schooling in Italy. The normal age range is 11-14. Drayton School is also a lower secondary which, in England, starts at 11 (as in Italy) but goes on till 16 when compulsory schooling ends. The two American high schools cover grade 9/10 to 12, the student age normally ranging from 14/15 to 18. In the American system a distinction is made between junior and senior high schools, of which the junior is normally compulsory. There are, however, some variations among the different States in organisational structure and actual length of compulsory education. The Norwegian case study relates to the post-compulsory stage: an upper secondary school within a system which, in terms of voluntary enrolment rates in upper secondary education, comes close to American figures. Students in such schools normally range in age from 16 to 19.

The importance of age differences within the adolescent age range is probably not significant. It is generally believed to be easier to integrate handicapped pupils with non-handicapped peers at the younger ages. When it is recommended to start integration at the preschool level, it is often for psychological reasons, such as the young child's under-developed capability to appreciate distinctions and differences. Such arguments are, however, difficult to apply after preschool age (over seven). When we find more integration in preschools than in the ordinary schools, and more integration in primary than in secondary schools, we should probably look for pedagogical, not psychological reasons.

The distinction between primary and secondary schools in relation to integration is, of course, particularly important. The case schools differ in many respects, not least in the way they relate to age levels or to the compulsory part of education, but, as post-primary schools, they share some common features, such as the following:

The division between the primary and secondary stages of education is more distinct in some countries than in others, but some distinction is always involved, and the transition from one stage to the other frequently creates problems for many pupils. Change of school, change of teachers and classmates may be upsetting enough, but the more fundamental problems probably stem from the switch from class teachers to subject teachers, a reflection of secondary schools being institutions that are internally more differentiated.

Teachers are also differently trained for the two stages, which affects what each group regards as the core of its own particular professionality. The atmosphere is generally felt to be less personal and more demanding in secondary schools than at the elementary level.

While primary schools are now mostly set up as common schools in the OECD Member countries, the lower secondary schools are less frequently organised according to this principle. Many countries still retain selective schools from the beginning of the secondary stage.

These last observations have mainly focused on differences between the elementary and the lower secondary schools; but much the same may be said of the whole secondary stage. More specifically, the transition from lower to upper secondary schools frequently entails a sharp rise in demands on the students in terms of the quality and amount of work required. There is more specialisation and differentiation becomes sharper. If upper secondary education is taken to mean all types of schools at the stage beyond lower secondary education, there are obviously more options at this stage. Many of these options are in fact foreclosed, either as an effect of selection systems in operation in lower secondary education or because places are limited and students with special educational needs are not able to compete unless given priority rights.

ITALY

Of the five case studies under review two give accounts of lower secondary schools: Scuola Di Rienzo in Rome and Drayton School in Oxfordshire. Both offer accounts of the problems faced with integration at this level, and attempts made to overcome the difficulties. The barriers to integration within the two schools are partly the same, partly different. In the Italian system lower secondary schools are comprehensive schools, frequently smaller, less differentiated and generally less selective than the respective schools in England. Drayton School is, however, comprehensively organised.

Nora Ferro selected the Scuola di Rienzo in Rome for her study because the school has a particular history. It was once a special school mainly designated for physically handicapped pupils. The process by which it was transformed into an ordinary scuola media as a consequence of the general integration school policy in Italy is described in her report. The school in its present state is regarded as representative of Italian schools in general -- in no way outstanding, neither in resources, equipment, or teaching standards. It is therefore a fair example of the Italian situation, where integration is widespread and not limited to good pilot experiments.

Scuola di Rienzo has 200 pupils among whom are a number with various handicapping conditions. The school population was drastically changed when -- upon integration -- pupils from a neighbouring slum area joined it. Confronted thus with the whole range of pupils' problems and special educational needs, the school had to start changing its traditional mode of teaching. In accordance with the standard Italian practice, the handicapped pupils are integrated individually, 1-2 (recorded handicapped) in each classroom. The school is entitled to extra teaching resources (6 hours per week per pupil) and part-time support from the local health authority. These new resources became important instruments in the broad process of change in Italian compulsory education in that they made regular education less uniform by providing teaching adapted to the aptitudes and learning rate of all pupils. This included individualised programming for handicapped pupils.

ENGLAND

The report from Scuola di Rienzo gives an interesting insight into the problems of and approaches to school integration as seen from the point of view of Italian philosophy and practice. From Rome to Oxfordshire in England is a long distance; nevertheless at Drayton School elements of "Italian" integration philosophy are easily recognised. As Jim Conway writes, an assessment of "how well pupils with special needs are accepted by a school may be made by analysing the reasons why pupils do not attend mainstream lessons. Within Drayton no pupil is automatically excluded from any lesson". This instances the special education policy of the Oxfordshire Education Authority which turned towards integration during the mid-sixties, at a time when many other local authorities in England were still extending their network of special schools for pupils with significant learning difficulties.

Drayton School has about 1200 pupils. As well as being comprehensively organised, it has also developed some internal arrangements that help make the school more personal to its pupils ("the year base" system). This system provides a focus for links with parents and for organising personal guidence for all pupils. It reduces the need for special educational support in the pupils' group and therefore serves the purposes of integration in a fundamental way. In the case of the significantly handicapped the system is used as a link to the internal unit for special education organised at the school -- the Basic Studies Department.

The Basic Studies Department occupies a designated area in the school, but its provisions are developed and delivered in flexible ways and closely coordinated with regular education programmes. The unit offers supplementary, modified or alternative curriculum courses to more than 10 % of any year group. All pupils who are in one way or another served by the unit or attend the Department area, are members of regular classes. Pupils are mostly withdrawn to the Department in groups. The Drayton case study also gives a detailed account of the various procedures by which pupils with significant learning difficulties are successfully integrated in an English lower secondary school setting.

UNITED STATES

The most extensive account of American experiences with integration is given by Ruth Loomis and Sue Rood. Under the State of Wisconsin's permissive legislation, the Madison Metropolitan School District has emphasized integrated instructional programmes with options for all pupils. It is strongly believed there that no student is too handicapped for placement in an appropriate educational programme within a comprehensive high school. Loomis and Rood describe federal, state and particularly district policy at length and say how the system was changed during the seventies. They present a wide range of information on available resources, administrative arrangements and service delivery models in operation at different levels within the district system. Within the District of Madison LaFollette High School was selected for the case study because it had the widest range of students with exceptional education needs, and because it has made substantial progress in the integration of the handicapped with the others.

LaFollette (senior) High School has about 2000 students. As in any case the American high school curriculum gives great scope for optional courses, the LaFollette student has a wide range to choose from. On average he or she will take five subjects plus physical education which is obligatory for all. A distinction is made between regular education, adaptive education and special education. These are considered a continuity of provisions, where the adaptive courses bridge the gap between the regular and the special education curriculum. The adaptive courses (offered in the basic academic area and in some elective courses) provide basic instruction that enables more students to move into a mainstream class. The essence of special education is the Individualised Education Program (IEP). Approximately 10 per cent of the students are recorded as in need of special education and individual school programmes are designed for them covering an entire calendar year. These consist of appropriately different combinations of regular, adaptive and special education courses. Thanks to this procedure the majority of the handicapped students at LaFollette spend the greater part of their time in integrated classes.

NOTES AND REFERENCES

1. The Education of the Handicapped Adolescent. Integration in the School. OECD 1981. See particularly the chapters:
   "Integration of Moderately and Severely Handicapped Students in Public Schools -- Concepts and Process", by L.J. Gruenewald and J. Schroeder.
   "The Warnock Report and Integration", by J.R. Fish.
   "Integration of Handicapped Children in Italy", by L. Vislie.
   "Policies for Basic Education in Norway and the Concept of Integration", by Lise Vislie.

2. Maybe Italy is the only country where special schools have obtained little public support since 1971. Norway serves as an example of improved conditions for special schools in terms of funds, accommodation and teacher-pupil ratios, but not number of pupils enrolled. According to Tony Booth, the number of pupils enrolled in special schools in England has increased during the 70s (T. Booth: "Demystifying integration", in Swann (ed.) The Practice of Special Education. The Open University Press 1981).

3. The distinction between "programmatic" and "regulatory" policy is introduced and discussed by Elmore, "Implementation of Federal Education Policy: Research and Analyses." in Research in Sociology of Education and Socialization, vol. 3, 1982, p. 97-119.

II

SCUOLA DI RIENZO
INTEGRATION IN A SECONDARY SCHOOL IN ROME

by Nora Ferro
School Psychologist

1. THE ITALIAN CONTEXT

Education

In Italy, the law says that handicapped pupils of compulsory school age have to be educated in ordinary classes, except when impairments are too severe to make this possible (Law 118 of 1971). It allows, therefore, the continued existence of special schools when they have enough clients. In practice, it is parents and professional staff of the Local Health Unit who decide, in consultation with the ordinary school, when exceptions should be made to the general rule. Thus, parents are never obliged to integrate their children; in fact, they do not even have to refer to the L.H.U. if they want to enroll their child in a special school, provided, of course, one is available.

Italian law also gives clear indications on the principal organisational aspects of integration. For example:

- -- No more than two handicapped students may be placed in a single class;
- -- The size of integrated classes must not exceed 20 pupils;
- -- Schools that integrate handicapped students can apply for an extra (support) teacher for every three to four integrated students.

Practical advice on how to organise teaching is also given (Law 517 of 1977).

Compulsory education consists of five elementary grades (from six to eleven years) and three lower secondary grades (from eleven to 14 years), giving a total of eight years. Kindergarten (zero to three) and pre-school (three to six) are not compulsory.

The school system is a centralised one. The Ministry of Education operates through local branches at provincial level and is responsible for the basic curriculum, the employment and management of teaching and administrative staff, and general directives to the schools. Local administrations (the communes) are responsible for providing schools, buildings and all professional services other than teaching.

Services

All public services relating to health and welfare (e.g. social, medical, psychological, rehabilitational) wherever they are delivered (hospitals, schools, out-patient settings or home) were decentralised and integrated at local level by the health reform of 1978.

Central administration is responsible for general policy; regional administration may issue laws and regulations on local policy; the services' actual management and delivery is the responsibility of the USL (Unità Sanitaria Locale = Local Health Unit). These Units have become the basic feature of the Italian public service scene. They organise and deliver services in areas that may correspond to the territory of one commune, part of a large commune, or several small communes that have joined together for this purpose. The USL are financed by the central administration through a yearly budget that they administer themselves.

Before 1978, the organisation and standard of public services in Italy varied greatly from one part of the country to another. The health reform has certainly not ironed out these differences (not least because of the organisational autonomy allowed to the regions and the USLs); however, certain trends are common. For instance, services are organised according to age groups and not to categories; handicapped students are taken care of by the Child-Youth Department which, within the USL, is required to provide whatever service is needed by anyone between zero and 18 years living in the area. This means that services are mainly concerned with schools because that is where this age group is most largely to be found.

2. THE SCHOOL ITSELF

Why

From among the schools in Italy, Scuola di Rienzo was selected for study in this enquiry into integration of the handicapped for three main reasons:

- -- The particular history of the school (which we will recount later);
- -- The "normality" of the school. It is in no way outstanding either in resources, equipment or teaching standards -- yet handicapped pupils are present. (In Italy integration is widespread and not just limited to good pilot experiments. An ordinary neighbourhood school can therefore be used to gauge the effect of the policy) ;
- -- The availability of information and the school staff's willingness to cooperate in the study.

Sources of information

This case study owes much to the cooperation of the school's psychologist, Rina Fontanelli, and its social worker, Cecila Mari. Both have been working in the school for four years on a part time basis and by now are regarded as "belonging to it". Because of this position, they have been able to regularly attend and record meetings and to monitor the overall integration process. Thus, our information has been derived from:

-- Monthly meetings between teachers and parents' representatives during the school year 1981-82 and, partly, 1982-83;

-- Interviews with the school's headmaster and with representatives of the teachers and parents;

-- The school's files and records;

-- Informal observations in the classroom of the organisation of teaching and support activities.

As to the first of these sources, it soon became apparent that the monthly meeting of teachers and parents was an important and faithful indicator of school progress in general and integration in particular. When new matters arose during these meetings, for instance special problems, changes of attitudes, undue difficulties in carrying out plans, it is possible to follow these up through classroom observation and informal talks so as to get as complete a picture as possible. Frequent references made to the past at these meetings also prompted us to look further into aspects of the school's history or an individual's background. So, overall, the information we collected was of two kinds:

-- Factual data relevant to the school as a going concern and to its past history;

-- Process information: incomplete, subjective and obtained in a rather unsystematic way. Nevertheless, without it we would have had considerable difficulty in understanding what was going on in the school.

Setting and characteristics

Scuola di Rienzo occupies part of a huge building which used to be one of the largest residential institutions for physically handicapped boys, mostly with cerebral palsy. It was a private institution of a religious nature and, as such, it still occupies the remainder of the building.

As with other Italian special institutions, the progressive reduction in the number of children in residence over the last few years has left empty spaces and unused special resources. This was the position when a large part of the building was leased by the Rome commune to provide premises for five small, different, ordinary schools -- all still located within the same site. As we have just said, what remains of the building stays devoted to its original purpose, the provision of residential facilities for handicapped boys, a few of whom are still left in the institution. These are mostly adolescents for whom it has not been possible to make different arrangements and who are therefore attending ordinary schools or vocational training outside their place of residence.

The institution used to have its own rehabilitation resources. These have been transformed into an out-patient service which is available to the public. This service retains its private nature and management but it is subsidized by the local health administration and thus is free of charge. Originally there was a special lower secondary school within the institution. In 1969-70, however, the educational authorities decided to open a new ordinary school in the locality and the commune, with its responsibility for providing school buildings, leased part of the residential institution for this purpose, and the newly established school absorbed the special students and started to enroll normal pupils from the surrounding area. Together with the normal pupils, it started to enroll normal teachers; some of the existing special teachers were retained in the new ordinary setting, others moved out.

This, then, is how Scuola di Rienzo was set up: it was the transformation of a special school into an ordinary one with integration starting in a reverse way. It was the handicapped who progressively integrated the normal pupils. This was not always done without difficulty, however. The mother of one of the normal students told us:

> "When my sister-in-law said that she was sending her daughter to school in the institute of the handicapped I thought she was out of her mind... I was not against the poor boys but I thought that even for them it was not good. They would have suffered more being with the normals than being alone... Now my son too, comes to school here, but it is different. Perhaps it is because now the handicapped are few. It is strange, but when they are few one notices them less. I have always lived in this area and when I used to see them walking all together out of the institution I was so moved that I could not look at them. I think it is because they were all together; or because at that time they were more severely handicapped, I don't know."
>
> A teacher said: "When the school was set up I applied for it because it was near home and because not many other teachers were willing to come. I was young and it was difficult to find another place. I knew that there were many handicapped students... I thought I could try for one year and see. I am still here. The first years seemed difficult at the time because we were not prepared, but the real difficulties were still to come... The children in wheel-chairs we had then were no problem in comparison with the problems we have to face now. There is a boy in a wheel-chair in my class now and sometimes I think that he is the most normal of all."

Apparently the fact that the school started within a special institution helped the teachers to feel in some way supported by the professional staff who had stayed on. Then the fact that the first group of handicapped were mainly physically impaired meant that, from a curriculum point of view, there were fewer difficulties than there would otherwise have been. Problems at that time were largely related to the attitudes of normal pupils' parents. As far as we could understand these tended to be solved in humanitarian terms.

In the twelve years the school has been running the number of pupils from the residential institution has decreased progressively down to the present total of three. Meanwhile the number of normal pupils has increased and the integration of students with various kinds of problems other than physical has got under way.

The school had to face a period of real difficulty when children from a neighbouring slum area started to come, bringing with them severe social and family problems. Some of them were also physically impaired. It was then, in 1976, that the school started to work full-time, that is from 8.30 am to 5 pm. In principle the full-time system is meant to enable a more flexible teaching programme, the inclusion of extra-curricular subjects, experimentation with new methods and so on, so as to provide a more complete and individualised education. In the case of Scuola di Rienzo we had the impression that the full-time system was adopted more to keep in the children in school as long as possible and off the streets where otherwise they would have been. Here we see the social function of the school influencing other functions that are more normally associated with traditional education.

It was mostly at this time that some parents started to withdraw their (normal) children from the school, not as a reaction to the presence of the handicapped, but because of the presence of students carrying other types of difference -- social, cultural or behavioural -- that are not traditionally considered as handicaps, but prove to be more threatening to the school life.

Some members of the school staff recalled the deep personal commitment of the social and psychological service at that time, trying to explain and persuade parents and teachers to bear with what was considered (or at least was presented) as a temporary adjustment crisis. This adoption of full-time in 1976 was the first real adaptation of the school to the new special needs of its population.

At present this school is one of the few in Rome where the number of pupils is not decreasing, but even showing some increase, in spite of the fall in birth rate that is affecting the overall school population.

Administration and management

As for all Italian public schools, general administrative directions are issued by the Ministry of Education through its local branches. Because of its limited size, Scuola di Rienzo is administratively attached to a larger one located in the same district, where the secretarial offices and the School Director are located. The school of our study is run by a Vice-Director.

The school management is by law a combination of administrative and elected bodies with different functions:

- -- The School Director has mainly control and coordination functions and is a permanent member of all school councils;
- -- The Teachers' council includes all teaching staff. It is empowered to take decisions on educational matters (teaching organisation and

methods, choice of optional subjects) and has the right to be consulted on allocation of funding and resources. Current school expenses (salaries, buildings and equipment) are paid by the Ministry and by local authorities directly. The school budget is very small and intended only for minor optional expenses;

-- The School council is an elected body consisting of representatives of the teachers, parents and non-teaching staff. It has the right to decide upon the allocation of funds and resources, and to be consulted on educational matters;

-- Class councils include all teachers of a single class plus elected parents' representatives. Regular monthly meetings are called to discuss class matters and problems, to monitor class progress and make proposals.

The meetings of all these bodies are held out of teaching hours.

The school population

Pupils

These number 215, and they are distributed over twelve classes. The average class size is 18. Twelve pupils are officially assessed as handicapped, one for each class. Three of them are living in the residential institution.

A large percentage of the pupils comes within the age range of the lower secondary school (11 - 14 years). Twenty, however, including five handicapped ones, are over the normal age limit for their grade, the oldest is seventeen. Reasons for their being over age include delayed beginning of school, interruptions of attendance or repetition of grades.

Teachers

There are 45 teachers qualified to teach the various subjects (curricular and extra-curricular) in the school programme. They are deployed thus:

Subject	Number of teachers
Italian language and literature, history and geography	12
Mathematics	6
Foreign language	4
Technical education	4
Sports and gymnastics	5
Arts	2
Music	2
Religion	1
Extra-curricular activities	5
Support to integration	4

22 teachers out of the present 45 have some type of special training. Teachers' working time is 18 teaching hours/week, plus 20 hours per month for meetings, planning and evaluation.

"Bidelli"

These are six non teaching members of staff whose main tasks are maintenance and cleaning, together with the control of pupils when out of their classrooms. When integration was started an effort was made to train them for active participation in the process, for instance by providing ancillary help for the physically impaired.

Service professional staff

1 school doctor	6 hours/week
1 school psychologist	6 hours/week
1 social worker	6 hours/week
1 nurse	8 hours/week

These professionals (who work part time at the school) provide a regular service at scheduled times. In addition to them a physiotherapist and a speech therapist are available on occasion to advise teachers and parents.

These service personnel have no administrative relationship with the school. They are all members of a local multi-disciplinary team charged with providing integrated services to children of school age. As such they are employed by the local health authority (USL).

The decision taken by the professional staff to attend the school at regular scheduled times, instead of being available upon request, reflects a desire to enlarge the scope of their activity from interventions on behalf of single pupils to help for the school as a whole. In practice, as far as time allows, they attend meetings, and participate in the school's organisational planning with a strong emphasis on the requirements of integration. However, when unusual problems arise -- "crisis" as they say -- they may temporarily reduce their time in other schools and concentrate on one in particular to provide the maximum support until some kind of solution is found.

The professional staff working in Scuola di Rienzo also attend two other schools which, being larger, get a good deal more of their time.

Services staff working time is 36 hours/week over six days with some flexibility in its distribution. In fact, at the time when we were finishing our study, the professional staff of the local health unit was in dispute with the administration about maintaining this flexibility in the use of their time.

With regard to rehabilitation, the local public services are not in a position to provide therapies because of lack of specialists. Pupils who need actual rehabilitation, and not just parents' and teachers' counselling, may use the service inside the residential institution. As already mentioned, rehabilitation resources of this institution were transformed into an out-patient service financed by the local health administration and made publicly available.

Other resources

"If you are looking for a well equipped and a well run school, you go elsewhere. If you want to know how to cope with problems and deficiencies, then we may help you". This is what the Deputy Headmaster said to us when we first met.

The school has no ancillary help in spite of the presence of severely physically impaired students. As we have seen, a certain amount of physical care is provided by the bidelli, additionally some teachers spontaneously help their handicapped students while in class, but some refuse to do so. When there have been cases of refusal by teachers "it's not our job" and by the bidelli (their new function of helping the handicapped has not yet been formalized and they have not yet received the salary rise they asked for), the problem has been solved by older schoolmates.

As in other full-time schools, midday meals are provided by the commune, free of charge. A committee of parents and teachers supervise their delivery to the school.

In addition to the classrooms, the school can make use of:

-- A large dining room which is also used for other purposes;

-- A gymnasium with some equipment;

-- A courtyard made available by the residential institution free of charge;

-- A large room which the school shares with the priest from the church nearby. The school uses it during day-time as a laboratory and the priest has it in the late afternoon for his own purposes (this rather unusual cooperation seems to work well);

-- The former "support room" which is now used for various purposes, including group activities and individual lessons.

Some teachers and the Deputy Headmaster rather optimistically pointed out that several classrooms are of considerable size so they are able to organise group activities in a single room.

3. THE HANDICAPPED MEMBERS OF THE SCHOOL

Assessment of handicap and criteria for support teaching

Assessment of handicapped pupils is made by the multiprofessional team from the local health authority in order to obtain extra teaching support from the local offices of the Ministry of Education. It selects, therefore, pupils who would benefit from a re-organisation requiring additional teachers or extra teaching hours. By the same token it excludes pupils who would not so benefit, even though they are severely impaired -- for instance the physically handicapped with no learning, behavioural or emotional problems.

Parents are informed of assessments and have to endorse the formal application for a support teacher for their children. These applications are made by schools on a form where the pupils' age, grade and kind of difficulties are described, but where no names are mentioned.

To us, these general rules seemed clear enough, but their application appeared rather confused. We found in the classrooms a number of pupils who were not considered handicapped but who, in our opinion, had more educational needs than some of those officially assessed. We were told by professional and school's staff that the ministerial directions were, indeed, rather ambiguous in this matter and that the past tendency had been to consider physical impairments more favourably than other types of disability that are actually more deserving of help from the school's point of view. Again, some parents do not accept that their children should be assessed as "handicapped" if they have no visible impairments. Finally some teachers prefer to manage the education of some kinds of difficult children using ordinary resources and without an extra teacher. So, the effort that is being made to avoid the classification of pupils with special educational needs as "handicapped" apparently has not yet given appreciable results.

Although we were not actually told so, we have the impression that this school, as presumably many others, uses this assessment system quite pragmatically as a means for augmenting their total teaching resources. In other words, they apply for support teachers for "assessed" pupils whose disabilities are not, in fact, all that demanding, then spread the new resources to help as many pupils as possible, according to their actual needs. This is facilitated by the present tendency to provide support by organising ordinary teaching in a different way, rather than by delivering special education to students singly. The following extracts from the school's professional staff files show how this matter of support teaching has worked out for some of the young people themselves.

Some individual cases

Boy aged 12 attending first grade

He is suffering from an endocrinological disease and from mild mental retardation. His main problems, however, seem to be of social and family nature. He is provided with extra support through class-splitting four hours/week.

Boy aged 12 attending first grade

He suffers from a severe form of epilepsy not properly treated in the past. His family has recently moved from a region in the South. His father is an alcoholic and the whole family shows complete indifference to him. The boy is often absent from school. Thus, social and family deprivation seem to be his main problem. He receives six hours/week extra support, partly through co-teaching and partly through class-splitting.

Boy aged 12 attending first grade

Multi-handicapped with brain damage. He suffers from speech impairment and severe mental retardation, although he is recovering from motor impairments. He belongs to a rich and caring family and is receiving extensive treatment also by private services that closely cooperate with school. Some initial behavioural disturbances of disruptive nature (biting schoolmates, breaking things) seem to have disappeared. He receives individual lessons four hours/week for reading and writing, and support within the class by co-teaching for four hours/week. His integration is considered as one of the school's successes.

Boy aged 14 attending second grade

Multi-handicapped: cerebral palsy with severe speech impairments. He cannot walk and has practically no speech. He has presented one of the school's main problems as apparently most teachers of his class did not accept him and refused to give him any physical help in the classroom, claiming that it was not their duty (which is true). At present he seems to be taken care of mostly by his schoolmates. The problem of his incontinence was solved by students of an higher grade who offer to help him to the toilet. During a long period he spent in hospital his schoolmates visited him regularly to keep him up to date with school activities which he is eager to follow. He now receives eight hours/week support within the class through co-teaching. We were informed that service staff "fought"to have such a solution accepted, mainly in order to have another teacher in the class to counterbalance an unfavourable situation for the boy. There he participates in the group-splitting planned for his class. The student's mother wants to take him another school, but he strongly refuses to leave his class. Although the presence of an ancillary help would probably not have solved the problem, it would at least have given the teachers fewer grounds for complaint.

Boy aged 13 attending second grade

He suffers from epilepsy. There are no real problems and no special plans are made for him. He participates in ordinary school activities.

Boy aged 17 attending second grade

Epilepsy with mild mental retardation and slight walking impairment due to brain damage. Strong medical treatment to control epilepsy further reduce his alertness. He is the oldest student of the school for the reason that he was born in a foreign country where his family had emigrated and where he did not attend school for some years. Nor did he receive proper treatments for his epilepsy. He gets individual lessons for six hours/week for reading, writing and mathematics. The reason for so much individual teaching is that, due to his age, he feels uneasy about getting too much individual attention within the class. He participates in group work twice a week with a class from a higher grade.

Girl aged 14 attending second grade

Severe mental retardation. She is now starting reading and writing. Support is provided within the class, in small groups and individually for a total of eight hours/week. Other students with learning difficulties are present in the class, although not formally assessed.

Boy aged 13 attending second grade

He shows emotional disturbances and slight learning problems (dyslexia). He receives support for five hours/week by class-splitting (three hours) and co-teaching (two hours).

Girl aged 16 attending third grade

Downs syndrome. Reason for age exceeding limits is that she formerly attended a special school for four years (elementary) then was kept at home for some time by parents before being sent to an ordinary school. Difficulties are reported in the whole first year of integration. Apparently she benefited from working in small groups. Teachers are very caring. Present plan includes three hours/week co-teaching during mathematics lessons, and three hours/week of additional extracurricular activities (she attends a group making ceramics) in order to improve her manipulation skills.

Girl aged 14 attending third grade

Downs syndrome. She has never had real problems with school, having completed a successful elementary cycle in a good school. She follows all school activities by performing tasks involving little difficulty. A combination of positive factors such as good teachers, family cooperation and the girl's willingness to learn have made this situation unusually smooth. Actually teachers did not ask for extra help. However three hours/week co-teaching are planned during mathematics lessons. The main school concern seems to be to prepare the girl for vocational training next year.

Boy aged 14 attending third grade

Cerebral palsy with no learning problems. His social integration is excellent. A support teacher is co-present for four hours/week during Italian lessons. The main help she gives is to write what he dictates when he is too tired because of impairments to his hands. Sometimes schoolmates also provide such help. Often the support teacher helps other students in the class. Many teachers said that "N" is the type of handicapped student they would like to have in their classes.

Boy aged 14 attending third grade

His learning difficulties are mainly due to speech impairment. He receives six hours/week support through class-splitting (two hours) and individual lessons (four hours) during which the support teacher is assisted by a speech therapist. He shows a very strong desire for mechanical work (car repairing) and school and services are trying to find a place for him on a vocational training course.

It is clear from these few cases that support teaching hours are not allocated to single handicapped students in equal amounts as the law directs, but are deployed according to educational priorities as evaluated by the school. We will refer to this issue later.

About half-way through our study a new handicapped boy joined the school, coming from another area of the town because his family had moved. "P" was 16 and put in the second grade. His record says "slight mental retardation, he escapes from tasks and situations, is socially maladjusted. Very low selfesteem. His being above age for the grade in which he was put was due to a very difficult school career hitherto, with frequent long absences that caused him to repeat grades.

He started his attendance at Scuola di Rienzo by showing some provocative sexual behaviour and using very coarse language, which seriously embarassed both teachers and students. He began, too, to be incontinent. To some extent we were able ourselves to witness how the school reacted to such an "adaptation crisis" and, as the outcome was rather positive, it may be interesting to hear of some of the initiatives taken.

First of all, the integration of "P" had a promising start as a good class was available for him. It is difficult briefly to describe a good class, although it is easy to recognize it when you are on the spot. What happened in this case was that the teacher of Italian language (17 hours per week in class as she was also teaching history and geography, and spent four hours coteaching) took on herself the main burden of integrating "P", at least in the initial phase. Then, because of her existing non-competitive, positive and cooperative relationship with the other teachers of the class (incidentally this may be one feature of a "good class"), she slowly obtained the commitment of the teaching team.

She started by discussing "P's" provocative behaviour with the whole class with "P" present, with the aim of understanding, "decoding" as she said, such behaviour. She said that his provocations were so explicit that it was not difficult for them to realize that "P" "was manifesting his uneasiness and his fear to the extent of becoming incontinent like a baby". Then she added "my class is used to discussing anything; however one or two boys started to tease "P" and some of the girls to laugh at him, so I made them feel wretched."

In this case, the school psychologist's function was to monitor what was going on rather than take an active part on it, because the teaching staff seemed quite able to control the situation themselves. Of course, in most cases this is not so. Coming back to "P", his class was given four extra support teaching hours which were used for group work on main subjects (Italian and mathematics).

There was general agreement that two specific activities provided the turning point in "P's" integration: first drama (as a subject) helped him to start expressing himself in class. Then, on the occasion of a week's school camp with the whole class outside town, his incontinence stopped.

Teachers would probably tell that this short account sounds too optimistic because, as they say, the basic problems are just beginning to show. It is true that "P" may now be considered as integrated in the school, meaning that he has overcome those initial disabilities that would not have allowed him to participate in school activities. However, latent difficulties remain: he may develop sudden refusals or withdrawals, and his learning ability is certainly rather low. Nevertheless, communication has been established between himself, the class and the teachers, so the situation may improve. Then, as he is already 16, the main concern is how to prepare him for work.

Preparation for individual integration

Because of the special history of this school -- handicapped students have always been present -- integration is in no way an exceptional occurrence. In most cases the school is informed in advance of the arrival of a new handicapped student, especially if he or she is coming from a school in the locality. Professional staff working in elementary and lower secondary schools in the area belong to the same team and they meet weekly to discuss transfers and new placings.

Usually a meeting is arranged with the service staff and the teachers of the grade a particular student is intended to join. At this time his situation is made clear and a class is selected. Service staff have told us that the extent to which teachers should be informed in detail on each case is still a controversial issue. On the one hand they are afraid of influencing teachers' attitudes and expectations negatively by listing difficulties that may to some extent develop in response to teachers' attitudes and expectations: on the other hand, they are obviously aware that teachers have to be informed about the students' problems in order to be able to face them. There are no fixed rules and decisions in this respect are taken on an ad hoc basis.

The selection of the class, which is often a problem in other secondary schools, is easier here where every teacher expects to have handicapped pupils in the class, the main consideration being that the distribution should be fair. However, school psychologist and social worker may strongly urge that a particular child be placed in a particular class if they think this the most suitable. Once the class has been selected, normal students are informed about the new schoolmate. When she or he has visible physical impairments, this is explained to them. Their help is always asked. The presence of a handicapped student in a class is now taken for granted by parents of the normal ones. The situation is discussed with them only when there are special circumstances.

4. EDUCATIONAL PROGRAMMES AND ORGANISATION OF TEACHING

Timetable

Monday to Friday:	8.30 - 13.30 h.	school activities
	13.30 - 15.00 h.	lunch break and free time
	15.00 - 17.00 h.	school activities
Saturday	8.30 - 12.30 h.	school activities

Total school time (excluding lunch break): 39 hours per week.

SCHEDULE OF SUBJECTS

(applies to all classes)

Hours per week	Subject	Teachers per classroom
8	Italian language and literature	1
7	Mathematics	1
5	Foreign languages	1
3	History	1
3	Gymnastics and games	1
2	Geography	1
2	Science and techniques	1
1	Music	1
1	Arts	1
1	Religion	1
2	Co-teaching Italian language & literature and theatre	2
1	Co-teaching Italian language and mathematics	2
1	Co-teaching Italian - foreign language	2
1	Co-teaching mathematics-science & techniques	2
1	Co-teaching music-arts	2
39		

In first and second grades the same teacher is responsible for Italian language, history and geography. In the third grade two teachers are responsible for Italian language and history-geography, respectively.

This basic plan involves all curricular subjects plus theatre which is an extra-curricular activity and which is taught together with Italian language and literature for two hours a week, making a total of 24 hours for twelve classes. During this time each class usually prepares a dramatic piece and performs it.

As there are five teachers for extra-curricular activities each giving 18 hours a week, the remaining teaching time available is of 66 hours (90 total hours less 24 already included in the general plan). This time is mostly devoted to split classes in the following way :
The classes are first divided into groups (two, sometimes three); the groups from different classes then join together for same extra-curricular activity outside the classroom, such as photography, ceramics, painting or printing. While part of the class is thus engaged outside the curriculum the teacher remains with the rest and is usually able to do remedial teaching and give individual support to those who need it. This arrangement applies to all groups, turn and turn about.

Particular attention is paid to the criteria for splitting. In quite a number of cases classes are split so as to have the "extremes" together, meaning the most gifted pupils with those needing the most educational help. According to some teachers, this arrangement allows them to put the brightest on to some activity requiring little help so that they themselves can concentrate on the pupils who are having the most difficulty.

In other cases classes are split according to pupils' abilities. In two instances curricular and extra-curricular teachers preferred to carry out a joint programme with co-teaching. Whichever way is chosen, however, the averred aim is to provide extra teaching, or teaching according to individual needs, within a general arrangement involving the whole school, that is, without making special groups.

This plan still does not fully absorb teachers' time which, as we have said, is 18 hours/week. The remaining time is spent during lunch and free activities break from 1.30 to 3 pm. This interval is considered as essentially a part of the educational programme and curricular and extra-curricular teachers attend in turns, having lunch with the pupils and assisting them in their free time. This opportunity to be with students in a context other than the classroom enables teachers to have a fuller understanding of them because, obviously, their behaviour is likely to be different in different settings.

The organisation of support activities

In addition to the arrangements just described which apply to the whole school, classes that integrate handicapped pupils officially assessed as such have the right to receive six hours a week of extra teaching for each one of them.
With twelve handicapped pupils on the roll at the beginning of the school year -- one for each class -- the school has 72 extra teaching hours available. This corresponds to four full-time teachers.
When we listed the students who have been formally assessed as in need of extra help, we also mentioned the number of support teaching hours allocated to each of them or, better, to each class -- a total of 61 hours/week. The remaining eleven hours are flexibly used to meet emergencies, unexpected problems or to provide additional help temporarily to certain classes. For instance when the new student "P" joined the school, it was possible to provide extra help to his class out of these remaining hours.
The present system for support teaching is roughly the same as for extra-curricular activities: co-teaching, and splitting of classes; with the addition of individual teaching (one to one tutoring) in particular cases and for particular subjects. This means of providing support is relatively new (until recently it was given in special groups) and it still raises problems. Some teachers have adopted it with confidence, others without enthusiasm.

The main obstacles to co-teaching were competition between teachers and role rigidity -- in other words, one teacher was doing most of the work and the other just tagged along. A solution that seems to be working is for the teachers explicitly to agree for a given session who will take the leading role in the class, while the other helps students individually. Next time the roles are reversed.

Splitting of classes for support purposes is usually applied to the main subjects (Italian, mathematics, foreign language) for which there are several hours/week available. It is generally agreed that students in general, not only those who have particular difficulties, take little advantage of a lesson unless they are able to raise specific questions, get points clarified and declare their own interests. This can be much better done in small groups.

Individual lessons, away from the rest of the class, are arranged for those students who still lack the basic abilities (such as reading, writing and numeracy) that are too elementary to teach in a secondary class. The fact that some students with emotional disturbances may benefit from a gradual social integration -- first through individual contacts with one adult, then with a small group and finally with the whole class -- is also taken into account.

During our study, the Teachers' Council discussed the possibility of working out graded tasks, possibly for each subject. The idea is that a single task should involve different degrees of difficulty, so that each student is able to perform at least part of a common task and possibly no one can perform it fully. This idea was taken from a neighbouring school and the teachers seemed to like it; but they were puzzled how to put it into practice and asked for professional help. This was provided by the social worker (although it was not really her job), who contacted the school that had long experience of task grading and arranged for some of the teachers to do in-service training there.

So much for decision-making and planning. How successfully planning is put into practice is more difficult to assess. What happens first is discussion of the general intentions by the Teachers' Council; practical arrangements for each class are then worked out by its own Class Council. But it is the individual teachers concerned who really decide on the end-product.

It may perhaps be useful at this point to give an actual example of teaching practice. Let us take the class of the 14 years old mentally retarded girl in grade 2 whose case we have already referred to briefly. We will call her Gina. This class has one of the most clearly spelt-out weekly plans which, in our opinion, has been translated into good practice.

The class is a second-grade one with 18 students of whom Gina is the main problem. She has severe mental retardation due to a presumed brain damage, although it was not possible to confirm this clinically. She is one year behind in her school grade because her parents insisted on her repeating the fifth elementary grade, in the attempt to provide her with some basic abilities, such as reading and writing, before entering lower secondary school. Gina is now able to read and write with the greatest difficulty and uncertainty and needs continual exercise. In addition to Gina, a dyslexic boy and two slow-learner students with some social and behavioural problems are members of the class.

A support teacher is available for eight hours a week, which is somewhat above average due to Gina's severe difficulty and to the presence of other problems. She attends morning school only, for a total of 29 hours/week instead of 39, and leaves after lunch. This arrangement is not unusual in a full-time school, when parents are available to take care of their children in the afternoon and school cannot fully cope with the student's problems. In the afternoon, Gina goes to a swimming pool three times a week.

It will be seen from this timetable that Gina's week includes the six hours co-teaching as planned for all classes, plus two hours co-teaching Italian -- extra-curricular activities, her class having opted for making and decorating pottery.

THE WEEKLY TIMETABLE OF "GINA'S" CLASS

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8.30 9.30	ITALIAN curricular + support teachers	MATHEMATICS curricular + support teachers	ITALIAN curricular teacher	ENGLISH "Gina" is out of the class	MATHEMATICS curricular + support teachers	ENGLISH "Gina" is out of the class
9.30 10.30	ITALIAN curricular + support teachers	ENGLISH "Gina" is out of the class	ITALIAN extra-curricular activity co-teaching	ITALIAN ENGLISH co-teaching	MATHEMATICS curricular + support teachers	ITALIAN extra-curricular activity co-teaching
10.30 11.30	MUSIC curricular teacher	HISTORY curricular teacher	MUSIC ARTS co-teaching	TECHNICAL EDUCATION curricular teacher	ARTS curricular teachers	HISTORY curricular teacher
11.30 12.30	MATHEMATICS TECHNICAL EDUCATION co-teaching	GYMNASTICS curricular teacher	TECHNICAL EDUCATION curricular teacher	GYMNASTICS curricular teacher	ITALIAN & THEATRE co-teaching	RELIGION curricular teacher
12.30 13.30	MATHEMATICS curricular teacher	GEOGRAPHY curricular teacher	ITALIAN MATHEMATICS co-teaching	MATHEMATICS curricular teacher	ITALIAN & THEATRE co-teaching	
13.30 15.00	lunch break and free activities	lunch break and free activities	lunch break and free activities	lunch break and free activities	lunch break and free activities	
15.00 16.00	ENGLISH curricular teacher	ITALIAN curricular teacher	MATHEMATICS curricular teacher	MATHEMATICS curricular teacher	ITALIAN curricular teacher	
16.00 17.00	GYMNASTICS curricular teacher	ITALIAN curricular teacher	ENGLISH curricular teacher	HISTORY curricular teacher	GEOGRAPHY	

Support teaching referred to is organised as follows:

-- Three hours individual teaching for Gina, away from the class while it is having English lessons. There is no point in her joining these as she can scarcely write or read Italian, even. Her individual lessons are, therefore, for writing and reading and they represent the only time she spends outside her class while she is at school;

-- Five hours are used for co-teaching and class-splitting. Two hours of Italian language are, for instance, planned for Monday morning. The class is first split into two groups who are supposed to discuss the same subject, but separately, one group with the curricular teacher, the other with the support teacher. During the group work the students write down the main points emerging from the discussion. Gina is encouraged to join in and, when she says something, the teacher or a student writes it down for her -- the main aim at this time being to help her participate. Other students are, of course, helped too when necessary. Books may be consulted.

After this, the two groups join in order to exchange views and information. In this phase one of the two teachers is responsible for the class while the other is helping students individually. The lesson ends by each student writing down his or her own impression, and saying what interested him or her most, personally. In this they are given individual help. Gina will be asked to write simple sentences while a teacher is sitting next to her. Quite often it happens that one of the brighter students will help her.

An Italian lesson may also start with a joint discussion, so does the two-hour mathematics lesson on Friday mornings, when the curricular teacher always begins by explaining a particular item to the whole class. Gina is not usually able to follow this and some other pupils seem to have difficulties too. Sometimes Gina can grasp one elementary concept out of the whole lesson with the help of the support teacher who sits close to her. She, then, does individual exercises to fix it in her mind.

This mathematics class is next split into two mixed ability groups with one teacher in charge of each, and the students are given tasks linked to the previous lesson. The small size of the groups allows teachers to explain things individually. Gina is always put in a group that includes some of the brighter children who can get on with the job with little further explanation or help, so that the teacher can concentrate on her particular needs. When the others have finished their work they too may help Gina. She, in turn, is encouraged to do something for the class and she is always very happy to comply. For instance, it is usually Gina, with the help of the support teacher or one or two of her classmates, who constructs the plane and solid figures for use by the whole class during geometry lessons. She is also able to make simple measurements on which the class can base more complex calculations.

In this class, particularly, the teachers are trying to develop a system of "graded difficulties" in which each student is able to participate in a joint task to the precise extent of his/her own ability. They themselves consider that they have already succeeded to some extent with geometry where it is apparently easy to work out tasks in terms of a scale of abilities, from elementary draughtsmanship, through actual measuring, calculations that are simple, then complex, and finally to abstract concepts.

Another principal objective is to foster cooperation between the students. Group work offers the best opportunity to stimulate this, so, when a pupil asks a teacher to explain something, he or she is likely to get the answer "see if anyone in the group knows; if no one does, then I will have to help you all". In fact, the teachers spend part of their time monitoring the students helping each other -- in other words, teaching group cooperation.

Although these observations have referred to co-teaching and class-splitting for support purposes, co-teaching for interdisciplinary purposes (the six hours included in the basic school programme) follows much the same lines. In other words the two curricular teachers present in the classroom seemed to be more concerned with getting the students to participate than with imparting interdisciplinary education. Sometimes an effort is made to integrate two subjects by a joint lesson, but apparently this has not always been successful. Interdisciplinary co-teaching does work successfully, however, when teachers plan a common programme of class work for the whole of the school year. For instance, a group of curricular teachers (mathematics, technical education, Italian and arts) planned the preparation of a detailed map of the district in which students live. Those from two classes work at it for two hours a week. Such tasks, involving quite different levels and types of ability and performance, allow both students and teachers to find a role of their own.

Coming back to Gina, the fact that she was not there after lunch induced the teachers at first to concentrate the more difficult lessons in the afternoon -- some of them no doubt -- saying "at last we will be able to teach properly". However the teachers have now realized that, as well as subjects, they have transferred some of their special methodology to the afternoon hours, even though Gina is not there. Her absence makes things easier, of course, but it looks as though the innovations that were made in this class because of Gina have proved to be of benefit to others as well.

Have handicapped students been the cause of innovations in the school?

According to the last example the answer is affirmative, as it is if we consider the recent experience with other single cases. But if we look back at the school's history, the question is more controversial. In fact, this school started its integration by practically reproducing the original special groups of the special school from which it originated. These consisted of four or five handicapped students who were taught separately for a part of the day. While retaining the special group idea for the handicapped, the school retained, too, the traditional teaching organisation and methods for its normal students: one teacher for each subject teaching in his/her class. The fact that the handicapped were at that time mostly physically impaired and that part of the special institution's staff was still available to give some support and advise in terms of the only practice that was familiar to them (practice in the special institution) probably contributed to a stable situation being maintained for quite a long time.

But other students, as well as the formally-assessed handicapped, brought innovation to Scuola di Rienzo. The full-time and the different teaching system, which is a main innovation, were in fact adopted because of the socially deprived and maladjusted children who joined the school in the mid-70s. It was also because of them that "normal" parents started to question the school -- with various outcomes: some of them withdrew their children, others were persuaded to change their attitudes. It seems therefore that the handicapped students themselves had a rather marginal role in the school being innovated, although everybody agrees now that the present organisation is, on the whole, better than the previous one.

However, if it was not because of the handicapped, then it was because of other external agents that the school system could start an innovative process. The theory that the real potential for innovation is represented by an actual crisis in the system is not contradicted. In other words, possibilities of change are greater in a system that experiences its own inadequacy in face of a new and real situation, than when such a new situation is only something in a plan for the future.

Of course crisis in a system may have various outcomes. In the case of our school, if all or most of the "normal" parents had withdrawn their children, little innovation would have been possible. This illustrates why service professionals have often stressed the need for maximum support in a crisis, whether it concerns an individual case or a whole system. To conclude this brief history of change: once the school had adopted the new system and had lived with it for some years, it was not difficult to make teachers realise that it was giving positive results also for the handicapped -- or, at least, that academic results were not worse than those obtained with special groups, while social integration was always better.

Major problems still to be solved

We did not learn anything new on this subject. According to school staff, the main problem was the lack of resources, with special regard to laboratories, equipment and ancillary help for the severely impaired students. Teachers stressed the point that they had had to bear the full load of integration, although they had been little prepared for it. Service staff agreed on the lack of resources, but they added teachers' qualifications to the list of problems. Nobody seems really to know what kind of qualifications teachers need to be able to cope with a fully integrated situation, whereas everybody knows teachers who do it very well.

We are here touching on a problem that is by no means peculiar to this school ; it pervades the Italian situation as a whole. In other countries, special educational qualification is regarded as invaluable in those concerned with integration; in Italy, however, it has never been popular among ordinary teachers, nor, apparently, very successful when it has been attempted. There seems to be three reasons for this:

- -- In some cases the new classroom techniques as applied by those who had special training were not of a very high standard, so it was easy to assert that results would have been better without them;

- -- To our knowledge, quite a few ordinary teachers have refused special training or to apply the recommended techniques because they believe neither to be the requirements of integration which requires the use of different resources. "If I had half a dozen students all alike I'd quickly learn how to teach them", is the sort of comment we got;

-- The few schools to which this special education was available (like Scuola di Rienzo) were probably not able to select what could be useful in an ordinary class and what could not because it was too strictly tailored to a special setting.

So, although it has followed a quite different route, our school seems to have reached the same conclusion as many others, namely that a possible solution -- which for many people is also the best solution although not quite the easiest one -- is to develop integrated education through practice and experience in the school itself. The teachers we spoke to certainly bore this out when they said that the greatest help they had had in their work came from what they learned themselves while on the job.

Practice was seen, of course, to include exchanges of experience, confrontation, analysis and evaluation of one's work. Attitudes were not mentioned as a problem -- indeed, normal students' cooperation was remarked upon as one of the most valuable resources.

Factors that make a school good for integration

When we asked the teachers what these were we received the same answer as to the previous question about problems; namely resources in terms of equipment, resources in terms of special skill, resources in terms of specialists' support. So, factors that make integration possible, or successful, are identified with the problems, caused by their not yet being realised. This reaction is not unusual in the Italian context -- although it is never fully justified by an actual lack of resources and skills. It may have some connection with what we heard a teacher say: "When something is difficult one always hopes that somebody or something will turn up with a solution".

In the course of a discussion on this point the teachers agreed on six factors in particular that were important in attaining successful integration. They were these:

-- Flexible teaching arrangements to meet individual needs;

-- Teachers' collaboration not being the result of "occasional words in the school corridor", but of regular meeting at scheduled times;

-- Support from the parents of ordinary students. It was stressed that, unless parents understand and share the basic aims of integration (involving as it does handicapped as well as normal students), it is difficult for a teacher to manage an integrated class;

-- Adequate help from professional staff;

-- Cooperation of normal students. This is considered an essential resource for successful integration;

-- Wide variety in the abilities possessed by teaching staff, including those of an extra-curricular kind. This is obviously essential if an adequately diverse programme of learning is to be maintained.

Some of these factors will be recognised as useful prerequisites of integration, others are elements of the integration process itself and are thus important ingredients in the school's potential for change. Whether this potential can be assessed beforehand, or it can only materialise in the actual process on integration, is an open question. If the latter assumption is to some extent acceptable, then an important factor that may make a school good for integration is the very presence of handicapped students, or, at least, the school's keenness to accept them -- and that in itself may be evidence of its potential for innovation.

5. CONCLUSIONS

We have already made a number of comments in passing, and these may be read as conclusions in the narrow circumstances in which they were let fall. In fact, though, we did not see anything extraordinary in this school, either in terms of teaching methods and organisation, or of resources. The tendency towards adapting teaching to individual needs is a consequence of an educational system that is both comprehensive and compulsory; and the way such adaptation is being attempted in this school (through class-splitting, co-teaching, extra-curricular activities, etc, rather than through separate special teaching) is being attempted also in many Italian schools, sometimes with better results. Incidentally, measures to provide education according to individual needs and abilities are a necessity, as the number of students who did not complete the lower secondary school of late has been rapidly increasing.

Such dropouts are not handicapped, but students who, for various reasons, just do not succeed in adapting to the present school system. This phenomenon is worrying school authorities and innovative schemes are already under discussion. In practice schools with most dropouts are those who show most resistance to innovation; but perhaps they have little inclination for innovation because the students leave them so quickly, allowing them to maintain a status quo. Indeed, there really is no need to change because the problems that should be met by innovation are no longer there.

Coming back to our own school, how it meets the full range of possible individual needs and whether it provides high standard teaching in every class is doubtless open to question; however, it is revealing that no student left in recent years without having completed the full educational cycle.

The summary of our study, then, is this. Scuola di Rienzo is undergoing a process of change, just as other schools are doing. So far as concerns the education of handicapped students, this process started with some delay and in a way different from other schools practising integration. Perhaps the only peculiarity worthwhile mentioning is this: while in other schools integration has been, at least at the start, a strongly controversial issue, in this one a choice for or against integration never had to be made as handicapped students had always been there. It is difficult to evaluate now to what extent a relative lack of commitment on principles and on general aims there helped to smooth out conflicts, and to what extent it precluded any impetus towards research or innovation.

Another difference worth commenting upon is that while in other schools special education techniques, as such, were either considered not to be useful or, in any case, were not available, in our school special education was both accepted and available. However, the outcome was finally the same: ordinary teachers had to find their own way of dealing with the handicapped and with all others creating problems. Incidentally, we were told several times that once ordinary teachers realise that the education of integrated handicapped students is mainly *their* problem, then they are ready to benefit from the techniques of special education.

This apparent paradox -- special education is useful when ordinary teachers can do without it -- is a sure sign that the problem of how it can help integration (everybody agrees that it could, or it should) has not yet been solved.

III

INTEGRATION AT SECONDARY LEVEL IN ENGLAND DRAYTON SCHOOL, OXFORDSHIRE

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1. THE SCHOOL'S SETTING IN THE ENGLISH EDUCATION SYSTEM

Introduction

Since the major Education Act in 1944 the provision of education in England and Wales has been the responsibility of local education authorities. Under the general guidance of the Department of Education and Science and the Welsh Education Department legislation requires local education authorities to provide primary and secondary schools and make appropriate special educational provision. As a result of local government reorganisation in 1974 there are now 104 local education authorities in England and Wales. The majority serve total populations in the range of 125 000 to 350 000, the exceptions being larger cities and counties.

Each authority may organise its schools to cover different age ranges. The most common arrangement is for primary education to cover the 5-11 age range either in one school or in separate infant (5-7) and junior (7-11) schools. Secondary schools provide for the 11-16 or 11-18 age range, 16 being the upper age of compulsory schooling. However some local education authorities organise schools differently, for example in the age ranges 5-9, 9-13 and 13-16 or 18.

The Oxfordshire Education Authority provides for a total population of approximately half a million. Apart from major centres of population in Oxford and Banbury, the county is a mainly rural area with small towns, some of which have local industries.

The school on which this study is based is a secondary school of 1 200 pupils situated in Banbury. It covers the age range 11-16 and was planned with a special education unit. The present study describes its organisation, the development of its special education policies and the steps taken to integrate individuals with special educational needs into its work and daily life. Finally progress to date is evaluated -- a process which was facilitated by the inclusion of the school's special educational provision in a research project undertaken by the National Foundation for Educational Research.

Special Education in Oxfordshire

Before the present local education authority was established in 1974 constituent areas had had different policies which included the provision of special schools for a range of disabilities, the provision of special units such as those for the partially hearing in ordinary schools and the placement of children in special schools outside the area. Units for moderately intellectually retarded pupils were built on to secondary schools during the mid-sixties when many other local education authorities were extending their network of special schools for pupils with similar disabilities. These units were self-contained and the children in them often had little contact with the school of which they were part.

After 1974 the Oxfordshire Education Authority embarked on a programme of building additional facilities for special education in selected schools. When new schools were being built special educational provision was made. Over the same period the Seminar Adviser for Special Education attempted to develop the work of units for the moderately mentally retarded so that they became less isolated and more flexible and that the staff and children in them became more involved in the academic and social life of the host school. Children in the units were included on the roll of the main school and in some schools began registering with regular classes and attending lessons with them. It has since become county policy that units should have the same status as, and be treated as, subject departments in the school and thus the teacher in charge should be on the same salary scale as other heads of department.

During the late seventies the authority became increasingly concerned about the number of children placed outside the county for special education and a decision was taken to expand provision in the county. This included extending the range of disabilities and learning difficulties eligible for support by special education units in secondary schools. This development was financed by the savings made by reducing the number of children paid for in out-of-county special schools.

2. DRAYTON SCHOOL ITSELF

The Make-up of a Comprehensive for 1 200 Pupils

The school is situated to the north-west of Banbury where it serves an area of this old market town which has expanded rapidly in recent years to accommodate an influx of families, many from London and Birmingham, who have moved because of the availability of jobs and houses.

Drayton is a comprehensive school of 1 200 pupils aged between 11 and 16 years. It opened in 1973 and the second phase of the building programme was completed in 1977. This included a suite of rooms for pupils with moderate degrees of mental retardation. The only special school in Banbury is a small area school for children with severe degrees of mental retardation. Thus the vast majority of children including those with a wide range of special educational needs attend their local comprehensive school. The school is well appointed with specialist rooms for the teaching of art, domestic science, woodwork, metalwork and science, a language laboratory, theatre, a suite of music rooms and a sports hall and gymnasium.

The headmaster and the three deputy heads form the school's senior management team. The first deputy head is head of pastoral care, and acts as school counsellor and shares the duties of professional tutor with the second master. The second deputy head is head of Curriculum Studies. In addition to sharing the duties of professional tutor, the third deputy head/second master is responsible for day-to-day administration.

The school is staffed on the following basis:

Pupils	aged	11-13	1	teacher	per	23 pupils
"	"	13-14	1	"	"	22 "
"	"	14-15	1	"	"	17 "
"	"	15-16	1	"	"	16 "

The staffing of the special education unit is additional to this and will be described later.

The school is also allowed 290 hours of ancillary support which includes assistance with reprographers, laboratory technical and secretarial help. The academic organisation of the school is based on subject departments, the Heads of which have considerable freedom in respect of the way their subjects are taught.

The school is organised on a "year" basis. Each year group occupies a designated area of the school and comes under a tutor who leads a team of form teachers, responsible for care and discipline, and maintaining liaison with outside agencies as well as fulfilling supportive and co-ordinating roles.

When pupils come to the school they are placed in mixed ability classes and they normally remain in these groups for social and pastoral care throughout their five years in the school. During the first year all pupils, except for some who work in the Basic Studies Department, remain with their form teacher for a humanistics course which covers English, history, geography and religious education.

For the remainder of the week pupils go to specialist teachers for courses in French, mathematics, physical science, biology, art, drama, music, physical education and design -- including work in metal, wood, cookery and needlework.

All pupils, except some of those for whom the Basic Studies Department takes some responsibility, follow a common curriculum for the first three years. After the first year the humanistics course divides into its separate subjects and in the third year some pupils take a second language. For certain subjects pupils are placed in homogeneous attainment groups (sets); in the first year French, in the second French, English and mathematics and in the third year French, English, mathematics and science.

During the third year a lengthy process of counselling, consultation and discussion takes place between teachers, parents and pupils on an individual basis to try to determine the best set of options for each child. The involvement of the Basic Studies Department in this procedure for pupils with special needs is substantial. As in other years, individual timetables are designed for pupils who have special educational needs.

At the beginning of the fourth year a large number of options are made available. All pupils are required to take English and mathematics, at least one science and at least one the the Humanities (geography, history, religious education, cultural studies); they are also required to take games, and a core of specialist subjects which rotate through the year (careers advice, health education and religious education). In addition to these compulsory elements they may then choose five further subjects from the following list: history, geography, religious education, physics, chemistry, biology, art, needlework, homemaking, home economics, child care, physical education, dance, shorthand, business studies, business practice, metalwork, woodwork, general workshop practice, auto-engineering, technical drawing, music, French, drama, English, literature, Latin, German, Spanish, European studies, cultural studies, computer studies.

The school maintains close links with Social Services, Child Guidance Clinic, Police and the Educational Social Worker. The Educational Psychologist and the Psychiatric Social Worker visit the school fortnightly on a Tuesday morning and the Educational Social Worker visits the school every Wednesday.

Parents are welcome to visit the school at any time. Although an appointment is preferred, parents may visit without one and will always be seen by a senior member of staff. In addition, many official parents' evenings are held each year.

Special Educational Provision

The Basic Studies Department is based in a suite of rooms for children with learning difficulties. This includes four classrooms, a woodwork/metalwork room, a large area with facilities for teaching domestic science/home management, a library/recreation area and a staffroom/office. The special provision obviously had the potential to be developed as a self - sufficient unit; however, it has developed more flexibly, as will be described later.

Because the Department does not work with a fixed full-time population of children, staffing is determined on the full-time equivalent of the time spent by a larger number of individuals with teachers in the department. The estimated number on which staffing is based is 72 allowing 6 full-time teachers to work with children with special needs. In addition 45 hours ancillary help is allowed which is equal to one full-time and one part-time non-teaching assistant.

Apart from the pupils with severe degrees of mental retardation and a small number of children who may need residential education because of severe physical, sensory or behavioural disabilities, all pupils from a particular area of Banbury attend Drayton School. Many of those with disabilities -- particularly of a minor physical nature -- require no special educational support. The well developed school personal care system supports a much larger number who have difficulties -- especially of a behavioural/social nature. However, for yet others something more positive is required -- for example a modified or alternative curriculum and/or additional pastoral support. In other parts of the country, many of these pupils, who may be described as being educationally at risk, would probably attend special schools. To get the numbers in perspective, it may be helpful to know that during March 1982, there were 3 330 children between the ages of eleven and sixteen resident in Banbury. Of these 29 or 0.87 per cent attended special schools. These numbers are made up as follows:

Local Day School for the Mentally Handicapped	9
Oxfordshire Residential Special Schools	6
Out-of-county Special Schools	14
	29

All pupils who come into the Basic Studies Department at Drayton are members of regular classes. As far as possible two or three pupils with moderate learning difficulties who need to be withdrawn from some regular classes are members of each form. Two/three seems to be about the optimum number; there is a danger of a single pupil developing as an isolate because, amongst other things, his timetable may vary considerably from the norm for his class; on the other hand, a larger group than this whose timetables varied from the norm could form a group with its own characteristics, which would not aid integration.

More than a hundred of the pupils attending the school are provided with individual timetables which give them access to modified or alternative courses. They range from one who has a modified curriculum in the subject areas of English and mathematics to another who requires an entirely alternative programme (taught in the Basic Studies Department) apart from arts and games (See Table I).

The Department has regular contact with specialists from the following agencies: School Psychological Service, Social Services, Speech Therapy Service and the Educational Social Work Service. Since September 1977, the area Educational Psychologist has visited the school for about four hours every fortnight. She spends about two hours of this time in the Basic Studies Department during which she discusses with staff general issues to do with the running of the Department, the difficulties of particular pupils, and carries out individual assessments.

A small number of pupils who attend the Department are supervised by a social worker or a probation officer. In addition, a few pupils belong to families who require the regular support of the local social services department. It is, therefore, in the interests of the Department to maintain contact with these professionals. The Educational Social Worker visits the school every week. He is concerned with pupils who, for one reason or another, do not attend school regularly. Recently an area adviser for special needs has been appointed. This should increase advisory support to teachers who have special education responsibilities in ordinary schools.

Table I

MAJOR DISABILITIES OF PUPILS WITH INDIVIDUAL TIMETABLES

Disability	Year Group				
	11-12	12-13	13-14	14-15	15-16
Intellectual retardation	13	9	10	12	5
Educational retardation *	16	10	7	1	3
Maladjusted	1	3	2	1	2
Physical disability	1	0	1	0	0
Language/speech impairment	0	0	0	1	0
	31	22	20	15	10

* Including very poor reading skills and other specific learning difficulties.

History of the Basic Studies Department

For an outline of the basic principles on which the Department was started and, indeed, on which it is still run, we can do no better than quote (with his permission) from a talk given recently by the Head of Drayton School, Mr. D.J. Fairbairn.

"The Department (he said), like any other, for example English, maths, modern languages, to be known as "the Basic Studies Department", had similar characteristics to any other department within the school -- capitation allowance, head of department, a physical area, a small staffroom or staff work room, and specialist staff with free access available to all facilities of the school.

"Because of the concept of a department, the question of integration hardly arose. I suppose it did originally -- we had a period of conscious integration at the beginning when principles were established, but now it is taken for granted. None of us would question the integration of modern languages in a comprehensive school and therefore the same concept applies to the Basic Studies Department. The staff are part of the staff in that they come to the common room at break and lunchtimes, etc., and the idea of tea or coffee in their own area is one that does not arise. Likewise, the teachers may teach in other departments exactly as other departmental staff teach in other areas of the school. One measure of this successful integration of staff is that the Head of Department was elected as the staff representative on the governing body and this was in no way considered to be other than normal.

"At the commencement of the school, conscious integration was practised: the basic principle that all pupils in the entire school are members of a form -- this includes basic studies pupils: they register, are part of the simple house system, they lunch with, go to the tuck shop with their own form. Then, according to their individual needs they spend time within the Basic Studies Department.

"We have (Mr. Fairbairn continued) developed certain characteristics which may be peculiar to this Department: children who attend the base at some stage in their school careers for more than three quarters of their time in school (usually because they cannot cope socially with the mainstream of the school) are considered full-timers as they will usually require extensive additional pastoral support. Much of this extra pastoral support is centred in the Department, which forms close links with parents, social workers, educational psychologists, etc., and, in consultation with the Careers Master, makes arrangements for work experience and often finds jobs for some of the less able pupils. Staff who are based in Basic Studies work closely with form tutors, heads of department (pastoral), heads of department (academic) and, of course, myself.

"The Department is not exclusive, especially in social terms, but during break and lunch times it has become a haven for the timid, insecure and inadequate youngster who may or may not receive the academic support it provides. This has been a vital contribution to the support of many pupils who do not have learning difficulties.

"From the start we have been determined that the Basic Studies Department should not be a "Sink". It was planned to cater for children who may be moderately intellectually retarded -- but there are no hard lines drawn between children who happen to fall into this category and children who have less serious learning problems. The Department also assists with the work of some pupils who may be labelled "disruptive"." (This ends our quotation from the Headmaster).

The first Head of the Basic Studies Department (Mr. Hegarty) was appointed in April 1976 -- a term before the Department officially opened -- so that he should have time "to make himself, and the thinking behind the proposed department, known to the staff of the school" (his words). He has also supplied the CERI enquiry with the following account of the early development of the Department.

"It seemed that the building should be maintained carefully, and decorated attractively. Ideally the atmosphere should be warm and friendly. It had to be the sort of place all pupils, not only those with learning difficulties, wanted to attend. If social interaction between pupils of different abilities was to take place then it was crucial that pupils of average and above average ability did not see the special provision as a "Dump". In addition, making pupils with special educational needs feel part of the school, e.g. a member of an ordinary form rather than a member of the special provision, was essential if they were to identify with normality rather than seeing themselves as inferior, inadequate or different. If pupils with moderate learning difficulties are to develop normally as social beings then they must have a good self-image. In addition to feeling "normal" they must enjoy success in the school situation and experience a full and satisfying school curriculum.

"With these aims in mind, early decisions had to be made about the first batch of pupils who were due to arrive in school in September 1976. There would be 20 pupils: 12 first year, 2 second year, 2 third year, 2 fourth year and 2 fifth year. The older pupils were transferring from a nearby special unit which was sited more than a mile from its parent school, and the first years were all from neighbourhood primary schools. The staffing of the Department consisted of two full-time teachers. We were told that our building was not likely to be ready for four months and so we were housed in a classroom which had been a language laboratory.

"If we were to involve this group of twenty pupils in mainstream lessons then we had to decide which areas of the main school curriculum would be of use to them. It was clear that each pupil had different skills, interests and needs; therefore we had to develop individual timetables. By the end of the first week we had counselled all of the pupils and so we knew what sort of timetable was required for each of them. We then found out which forms were smaller than average and we attempted to "add" two pupils to some of those forms for certain subjects. This meant that each teacher concerned had to be approached personally in order to determine whether they would mind having a couple of extra pupils in their class. The time for which we were now freed was used to teach additional "remedial" groups. Within a few weeks a number of pupils asked if they could register with the form they joined for certain lessons. These pupils did not seem to require the security of "our" room and so we were pleased for them to join their forms for registration, form periods, etc.

"With having only one room, and with different pupils spending different parts of the day with us, we had to devise a system of monitoring the work pupils were doing and the progress they were making. To do this we designed a "signature" card system. Each day, pupils had to have their card signed for Mathematics, English and Reading. This showed that they had completed satisfactorily a previously agreed amount of work in these subjects. Additional time in this "special class" was used for art and project based work. (It is interesting that even though this system operated for less than a year some pupils who worked in the system in their first year still had their signature cards when they left school at the end of the fifth year.)

"Our building when finished contained four classrooms, a heavy-craft workshop, a home management area, a library/recreation area and a staffroom/office. We decided that of the four classrooms, one would be a specialist English/reading room, one a specialist room for the teaching of Mathematics, another a specialist room for teaching of Social Studies and the last one would be developed as a specialist art/craft room. I felt that it was important that teachers should specialise within the Department rather than take a class for all basic subjects -- which is the traditional organisation of the special school. In this way the Department would mirror the organisation of the parent school, resources would be used most effectively and staff could concentrate on developing specialist teaching skills.

"By the end of the first full school year (Mr. Hegarty continues) we had an established "withdrawal" system, i.e. we withdrew pupils with moderate learning difficulties from mainstream classes for special education classes -- an important reversal of previous practice as the system now pre-supposed that the child was part of a mainstream group. The system of pupils being full members of mainstream pastoral groups soon became fully established. As equipment for the practical rooms arrived we began to offer supplementary (to mainstream) courses in woodwork and cooking. These courses both reinforced work done in mainstream groups and prepared pupils for future mainstream work.

"Towards the end of the first full year our full-time ancillary helper was appointed.

"Because of county-wide cuts in staffing we began our second full year with 35 pupils and still only two full-time teachers. The effect of the staffing cuts on the school as a whole had meant that our teaching contribution in the main school timetable had to be increased. After bringing our position to the notice of the Adviser for Special Education in September 1977, we were given permission to appoint a third teacher within the department as soon as possible, and we were allowed to make a temporary appointment until the permanent position could be filled. In addition, we were notified that in the following September we would be allowed to appoint a fourth teacher. The knowledge that we would be appointing additional teachers within the year meant that we could plan future developments with some confidence.

"It was obvious, by this time, that we were operating on the premise that there is a continuum of special educational need. Some pupils needed to spend eighty to ninety per cent of their time within the special Department, other pupils needed to spend only twenty to thirty per cent of their time within the special Department. The majority of pupils with moderate learning difficulties who attended Drayton School spent between thirty to seventy per cent of their time in main school groups. Pupils who attended the Basic Studies Department for a substantial proportion of their time at school could be sorted into three groups, which were not always very distinct: pupils who were slow learners; pupils of low ability who, because of severe retardation in the basic subjects, required substantial remedial support; a smaller group of pupils who functioned at a normal level in most areas of the curriculum but had specific learning difficulties in one or more of the following areas -- reading writing, spelling." (This concludes Mr. Hegarty's account of the beginning of the Department).

By September 1978, the Department had four full-time teachers. A fifth teacher was appointed in September 1979 and a sixth and part-time ancillary helper in September 1980. Since 1978 the Department has attempted to offer support to an increasing number of pupils. It is considered inappropriate, however, for it to offer supplementary, modified or alternative curriculum courses to more than 10 per cent of any year group. In September 1981, the Department continued to develop its role within the school with the appointment of a teacher on a Head of Department scale who has responsibility for supporting pupils with behavioural problems.

3. PROCEDURES BY WHICH PUPILS ARE INTEGRATED

Transfer from Primary School

The time of transfer to secondary school poses problems and presents risks for all pupils but particularly for pupils with special educational needs, who are often more vulnerable. Pupils may be anxious because of the number of teachers they will meet, the size of the school or because of tales of bullying by older pupils.

First year form tutors visit primary schools to meet staff and pupils; and all primary school pupils who are about to enter Drayton visit the school for a half-day in the summer term. In addition, during the summer term preceding entry, all parents of transferring pupils are invited to one of two parents' evenings to meet staff and to look at the school.

Most pupils who will require the support of the Basic Studies Department are known to the Educational Psychologist before they transfer to the secondary school. Information concerning pupils in their final year of primary school who are thought to be "at risk" educationally is collected by the Head of Department, Educational Psychologist and Head of First Year who visit each primary school to discuss with primary head teachers and teachers of the pupils about to transfer. On the basis of the information collected pupils' needs are assessed with a view to the amount and type of support they are likely to require during their first year in secondary school.

Once pupils enter Drayton School, they are assigned to mixed ability forms -- special attention is paid to friendship groups when these forms are arranged. Pupils with special educational needs are allocated to forms within their friendship groups on the same basis as all other pupils.

On the first day of the autumn term, "first years" only attend school. This is mainly to give them the opportunity of finding their way around the school buildings when they are virtually empty. It is hoped that this will enable them to feel more confident within their new school. Pupils who have been identified as requiring support from the Basic Studies Department spend about half of this day with their form teacher and the other half of the day in the Department. Basic Studies staff spend most of this day getting to know and helping many first year pupils. Once normal timetable starts, on the second day of term, basic studies pupils usually have an older pupil assigned to them to help them find their way around the school.

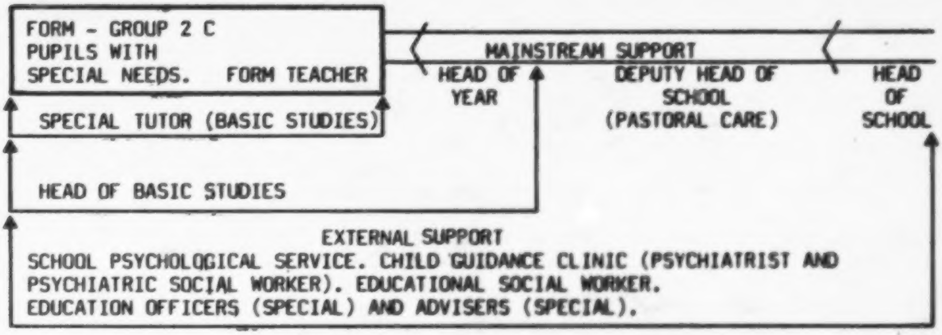
The school hopes to ensure that pupils not only transfer to secondary school with a minimum of fuss and worry, but that they actually profit from the experience, coming through this time feeling more confident and secure and looking forward to a rewarding secondary school career.

Personal Support

The pastoral care system in Drayton School is organised on a horizontal, i.e. year, basis as already described. As over 90 per cent of Basic Studies pupils belong to a form group their immediate pastoral needs are met within the mainstream group. Many form teachers with Basic Studies pupils in their forms perform their roles superbly; caring for, supporting, advising and guiding all pupils in their charge.

However, many pupils with learning difficulties require additional special care to ensure that their needs -- educational, social and emotional -- are being met. In an attempt to provide this, each teacher in the Basic Studies Department, except the Head, is a "special" tutor to all the Basic

Studies pupils in one year group. The accompanying diagram emphasises the principle that any special pastoral support required by a pupil should be seen as an addition to the normal pastoral system rather than an alternative. The key person in any pastoral system is the form tutor and the Department tries to emphasise this.


FORM - GROUP 2 C
PUPILS WITH
SPECIAL NEEDS.
FORM TEACHER
MAINSTREAM SUPPORT
HEAD OF YEAR
DEPUTY HEAD OF SCHOOL (PASTORAL CARE)
HEAD OF SCHOOL
SPECIAL TUTOR (BASIC STUDIES)
HEAD OF BASIC STUDIES
EXTERNAL SUPPORT
SCHOOL PSYCHOLOGICAL SERVICE. CHILD GUIDANCE CLINIC (PSYCHIATRIST AND
PSYCHIATRIC SOCIAL WORKER). EDUCATIONAL SOCIAL WORKER.
EDUCATION OFFICERS (SPECIAL) AND ADVISERS (SPECIAL).

In the case of a pupil with special educational needs the mainstream Head of Year is actively supported by the Head of Basic Studies. In this way, the School hopes to ensure that pupils with special educational needs receive the same degree of care and attention that they would receive in a good special school.

To ensure continuity of care, Basic Studies special tutors move up the School with their year group until the end of the third year. At this point pupils are normally well established in the school and can be safely transferred to a special tutor who is responsible for the "Preparation for Adult Life" programme (which takes up one-third of the fourth and fifth year timetable), and will be the support pastoral tutor during their final two years of secondary schooling.

The Individual Timetabling System

In order to meet the needs of single pupils the Basic Studies Department has evolved a system of individual timetables. This system has two distinct stages: first, identifying each child's educational needs and, second, trying to arrange for those needs to be met within the existing organisational framework.

It is important to know as much as possible about pupils before they transfer if good provision is to be made for them in the first year. Using the information previously collected from schools and parents, the Head of Basic Studies plans an individual timetable for each pupil before arrival, selecting some mainstream and some Basic Studies courses. Once the pupils are in the school their progress is monitored carefully and the special tutors (Basic Studies Department) prepare timetable notes on each pupil at the end of the year. These notes are intended to help the Head of Department prepare the following year's individual timetables. In addition, the staff of the Department review, at least annually, the progress of each pupil receiving substantial support. This includes an identification of priority areas of special educational need.

During the middle of the third year, the Department widens attendance at the meetings in school, between parents, pupils and teachers, to include professionals such as Educational Psychologists and Social Workers, so that a full multi-disciplinary re-assessment of each child's future needs can take place. Once these needs have been identified it is the responsibility of the Head of Basic Studies to produce a timetable for each pupil that will meet them. This will normally include attendance at some mainstream lessons.

Curriculum

Even though the Department designs individual timetables, there have emerged three fairly distinct groups of pupils: a number who have made slow progress in literacy and numeracy and who need specialist help if they are to reach an acceptable level of competence in these important subject areas; a few whose level of attainment would be normal but for a specific difficulty, usually in the area of literacy; and a group of pupils who have moderate learning difficulties across the curriculum and who, in other counties, may be attending a special school.

The major curriculum aim for the first two of these groups is to strengthen weak skills within the subject areas of literacy and numeracy. The third group, while requiring individualised programmes in literacy and numeracy may need something more to broaden the curriculum -- alternative courses in, for example, Science and the Humanities, or supplementary ones to reinforce work in mainstream courses such as Art, Woodwork or Domestic Science.

The curriculum of the third group in the first three years usually includes the following mainstream courses (though final decisions are made on an individual basis, the pupil attending as many mainstream lessons as offer him educational value and help satisfy his educational needs): Drama, Music, P.E., Games, Heavy Craft, Domestic Science, Art, Library (first years only). These subjects consume between one quarter and one third of each individual's timetable. The occasional pupil who displays a special aptitude or ability may attend mainstream lessons in subjects such as Arithmetic, Physical Science, Biology. It will be remembered that there is already a Basic Studies curriculum which includes literacy, numeracy, social studies (the course in two parts), Science, Woodwork, Art, Domestic Science, Rural Studies, and a small amount of extra sport/games.

The Department's Numeracy and Literacy courses are quite distinct from those in the mainstream. Most of the resources used there are based on the principle of programmed learning and are either produced by teachers working within the Department or are adaptations of commercially produced materials. In Literacy, the programme includes word recognition, word building, comprehension, writing, spelling and, in the later stages, aspects of functional literacy such as letter writing, form filling and questionnaire completion. In the Numeracy scheme, the primary aim is competence in money and time. In addition, the scheme is designed to develop arithmetic and, at a later stage, problem solving skills.

The Social Studies course is taught in two sections, the first based on "The Body" and the second on local geographical and historical studies. The first section is in three parts: functioning and malfunctioning, the body in relation to the environment and the body in its social position. Each is based as far as possible on direct experience. The second section includes a five year map work programme.

The Domestic Science course is designed to supplement the mainstream course of the same name. It illustrates the practical problems pupils are likely to face in future years in the management of the home and family, and attempts to provide them with a range of skills which should help them to cope with everyday situations -- for example, planning, preparing and cooking a well-balanced meal, shopping for food, washing and repairing clothes and making simple garments. The course further includes safety and hygiene in the home and the management of family finances. In the fourth and fifth year a child-care component is added.

The Basic Studies Woodwork Course also supplements the mainstream course which all pupils follow. The teacher responsible for it has analysed certain essential practical skills and has designed a number of tasks using wood and metal to develop those skills. The instructions for the tasks are on worksheets and talking-pages, which have been produced at three different reading levels. Additional art and craft lessons are provided for children with moderate learning difficulties to provide more opportunities for developing fine motor skills. They work with crayon, paint, clay, wax, plastic and balsa wood. Skills that are taught include printing, candle-making, weaving, spray-painting and jewellery making.

As a result of discussions about 4th and 5th year options a decision is made -- whether an individual should follow the Department's preparation for Adult Life Course, which can replace three of the available options for selected pupils. During their final two years of secondary schooling pupils must follow courses in literacy, numeracy, "core" (games, R.E., Health Education, Careers), a humanities subject and Science. They are free to choose five other courses to complete their timetable. If it is decided that they should follow the Preparation for Adult Life Course they will have a choice of two other options only. The preparation for Adult Life course is allocated seven hours per week throughout the fourth and fifth years.

Although it is an alternative part of the curriculum it is aimed to increase the individual's potential for social integration and open employment. It is in six sections:

The Practicalities of Independence -- designed to prepare pupils for living on their own and to help them understand common tasks such as form filling, applying for a job and using the telephone.

Household Do It Yourself -- an aspect of handicaps related to practical skills such as wiring a plug, repairing a bicycle and simple household maintenance tasks.

Independence Training -- a section where pupils leave the school and carry out pre-arranged tasks such as shopping, using the post office, using timetables and using the library.

Work Experience and Careers Education -- studying a variety of jobs, including a period of practical experience and visiting the local careers office.

Visits and Experiences -- class visits to factories, police and fire stations, sports, the theatre and other places and services in the community.

Duke of Edinburgh's Award Scheme -- a scheme of personal proficiency awards in community service, outdoor pursuits, hobbies and interests designed for young people.

Links with Parents

At Drayton School all parents are encouraged to take an active part in the Parent-Teacher Association. The Head of Basic Studies is one of the two staff representatives on the Committee of the P.T.A., and in this way hopes to encourage the involvement of parents of pupils with special needs. The school places a lot of emphasis on early contact between home and school. In addition to arrangements already mentioned in the term preceding a pupil's entry to Drayton, parents are invited to meet form teachers, heads of department and basic studies staff to discuss academic and social progress and to sort out any problems soon after the start of the first term. The first year curriculum is outlined and discussed in some detail.

In addition to these "special" meetings, official parents' evenings are held at least once a year, to meet all members of staff. Parents wishing specifically to see form teachers are offered a choice of different evenings, during different weeks. Once the parent of a Basic Studies pupil has made such an arrangement, a teacher from the Basic Studies Department writes to offer an additional appointment on the same evening. As well as all this, parents are, of course, welcome to visit the school at any time.

The flexible structure and informal atmosphere of the Basic Studies Department is reflected in its relationship with parents. Those with children going through a particularly troublesome time visit on a regular basis, usually weekly, to discuss things with the relevant member of staff. Parental contact is valued for two very good reasons; most parents know their own children better than any "professional" and can provide valuable information and insight; and learning/behavioural programmes involving their children are more likely to be successful if they receive their support.

Members of a National Foundation for Educational Research team working on the education of pupils with special needs in the ordinary schools interviewed the parents of six basic studies pupils at Drayton and found all were unanimous in their appreciation of what the school was achieving with their children. There were various indicators of progress having been made: educationally -- e.g., with reading and writing; emotionally -- e.g., a marked increase in confidence; and socially -- e.g., various mentions of more mature and "normal" behaviour ("he started to act like normal children"). All were happy that their child was attending this school, and none wanted an alternative placement. (*Integration in Action*. NFER/Nelson, 1982)

Recording of Progress

When the Basic Studies Department first opened with 17 pupils and 2 teachers there seemed little need for a formal centralised record keeping system. Staff kept records of pupils' progress for their own planning and evaluative purposes. The relatively small number of pupils made it possible for each member of staff to get to know them well individually, while observations were easily conveyed to other staff by word of mouth.

As the Department increased in size, the inadequacies of this informal system of record-keeping became apparent. At the same time there was a move within the Department towards more structured learning materials which had built-in assessment components. Accordingly, during departmental staff meetings a seven sub-head system for record-keeping was decided upon:

1. Standardised primary school record form;
2. Reports/notes from Educational Psychologist;
3. Details of pupils' attainments in literacy;
4. Details of pupils' attainments in numeracy;
5. Profile of social and emotional development;
6. Report of leavers' programme;
7. Miscellaneous documentation, e.g. school reports, behaviour of particular merit.

Information from the annual school report is included on a more detailed form which also contains "special tutor" and pupil comments on progress in different subjects. These notes are used as a means of identifying special educational needs and for planning future educational programmes.

Each pupil's progress is reviewed annually at a departmental meeting attended by all members of Basic Studies staff. Two pupils are reviewed each week: their achievements are recorded; priority special needs are identified; and appropriate teaching objectives for the next twelve months are decided upon. A fuller assessment of pupils' needs takes place during the third year at school. This involves representatives of outside agencies such as the School Psychological Service and the Social Services.

Staff Development

Specialist Staff. Staff from the Basic Studies Department attend local education authority in-service training courses and courses organised by the local polytechnic. Subscriptions to relevant magazines and an increasing library of books on special needs also contribute towards their professional development. The major vehicle for training, however, within the department, is thought to be the weekly curriculum workshop which is run by the Head of Department.

Mainstream Staff. Formal, in addition to existing informal, opportunities for further professional development in the area of special education are provided for mainstream staff by the Basic Studies Department. One example of this is a five-session course spread over five weeks which includes the following topics: special education in the mainstream school; management of children with learning problems; the core curriculum; teacher based assessment of pupils with learning difficulties; and management of pupils with behaviour problems. A second example is a two-session course which offered mainstream staff the opportunity to find out more about the Warnock Report (recommendations of a British Government Committee on the Handicapped) and to listen to and question the Principal County Psychologist on the management of disruptive children.

TWO CASE STUDIES

Angela: Born June 1966

In September 1972 (when Angela was 6 years old), her teacher wrote that she was not "word conscious", had a speech defect and appeared "very limited". She saw no improvement by January 1973 and felt that she "must be tested". Angela was not, in fact, seen by the Educational Psychologist until she was seven years and ten months old. He found that she became tearful as soon as any task became difficult and "needed a considerable amount of jollying along in order to complete the assessment". She was found to be of below average intelligence, to have begun to recognise a few words in the last month or so but had not made a start in arithmetic. The Educational Psychologist felt that she was "totally unable to cope with the academic or emotional demands of any ordinary class at her age level".

In consequence, Angela was placed in a special class at her primary school. The Speech Therapist found that she did not have a speech defect but that her speech was very immature -- assessed at being around 4 years level -- and that her tonsils were "lumpy and infected". When she joined this class in September 1974, her specialist teacher found on assessing her that she had "no idea of one-to-one matching", was "clumsy" and had "very poor fine motor control". Angela spent the final three years of her primary career in two special classes, and in September 1977 she transferred to Drayton School.

From her arrival, Angela was a member of a first year mainstream form and attended most regular classes, including Drama, Music, P.E., Games, Design and Art. She did not attend Combined Studies (a Humanities course including English, History, Geography and R.E.), Maths or French with her classmates, but instead followed alternative courses provided by the Basic Studies Department.

She is now in her fifth year at Drayton School, is highly thought of by her teachers and her only problem with regard to school is her tendency to stay at home! Apparently she is often required to look after younger brothers and sisters.

During her third year at Drayton School Angela discussed with her parents, teachers and the Educational Psychologist her educational needs for the final two years of her secondary schooling. The school has attempted to meet these in the fourth and fifth years by offering the following combination of courses in mainstream groups and in the Basic Studies Department. (See Table II).

Table II

ANGELA'S TIMETABLE

DRAYTON SCHOOL

Name Angela 5th Year Timetable

Form 5W

	9.00	9.10			10.10			11.10	11.30		12.10		12.50	1.50	2.00			3.00 3.30
		1	2	3	4	5	6	7	8	9	10	11	12-15		16	17	18	19
MONDAY	FORM-GROUP REGISTRATION	HOME-MAKING			ART			BREAK	Preparation for Adult Life (Do-it-yourself)				LUNCH	FORM-GROUP REGISTRATION	SOCIAL EDUCATION		SCIENCE	
TUESDAY		Preparation for Adult Life (Practicalities of Independence)			SOCIAL EDUCATION				Maths		ART				English		SCIENCE	
WEDNESDAY		Maths			SCIENCE				Preparation for Adult Life (D.O.E.)		Careers				GAMES			
THURSDAY		Swimming			English				Social Studies		SOCIAL EDUCATION				Maths		SCIENCE	
FRIDAY		Maths			English				ART		Preparation for Adult Life (Practicalities of Independence)				5TH YEAR ASSEMBLY	HOME-MAKING		

CAPITAL LETTERS INDICATE MAINSTREAM LESSONS : Lower case indicates Basic Studies Lessons.

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i) Courses in the Basic Studies Department were as follows: Literacy (8 modules), Numeracy (10 modules), Preparation for Adult Life (20 modules), 1 module = 20 minutes;

ii) Courses with Mainstream Groups: Social Education (7 modules), Art and Craft, Games Science and Homemaking. The Social Education Course covers Careers, Health Education, Life in Society and Personal Development. The Art and Craft Course is concerned with skills which may be of interest after school as well as encouraging creativity and craftsmanship while in school. Games include large and small team games, athletics, gymnastics and dance. The science course is one designed for less successful pupils with a series of topics of a practical kind. Finally the Homemaking Course ranges more widely than home economics and includes decorating and child care among a wide range of topics.

John: Born April 1967

John received treatment at the Family and Child Guidance Clinic before attending school. He did not walk until he was three years old. He is a very anxious boy (he has required tranquillisers in the past). Until he was eight years old his mother or grandmother had to sit near his bed until he fell asleep -- which was often around midnight. He still needed a nightlight when he was thirteen.

John entered the special class in his primary school when he was eight years, five months old. He was seen by the Educational Psychologist when he was eight years, eight months. She found him to be of "very limited intelligence", rather anxious, and with very poor co-ordination. She felt that he was well placed in the special class where he would "receive the small group support and individual teaching geared to his special needs". As a result of John's increasing competence in the basic skills of literacy and numeracy he joined a "normal" class for his final year in primary school. However, his class teacher felt he was still in need of much extra help as he easily became frustrated with the classwork he was required to do.

When John transferred to Drayton School at the age of eleven, an individual timetable was designed for him which entailed his attending the following lessons with his mainstream form: Art, Drama, Games, P.E., Design, Music and Science. At other times he was withdrawn to follow special courses in Literacy, Numeracy, Social Studies and supplementary or practical courses in Heavy Craft and Domestic Science. John followed this sort of timetable for his first three years at Drayton. A notable change was his move into a mainstream Religious Education group at the end of his second year. During his third year John joined in discussions between his teacher, parents and the Educational Psychologist to determine the courses he was to follow in his final two years of secondary education. His resulting third and fourth year timetables are reproduced in Tables III and IV.

Interviews with Angela and John

Angela and John were very nervous before they entered secondary school for the first time. Angela found the large school very confusing after her

Table III

JOHN'S THIRD YEAR TIMETABLE

DRAYTON SCHOOL

Name John 3rd Year Timetable

Form 3CA

	9.00	9.10			10.10			11.10	11.30		12.10		12.50	1.50	2.00			3.00 3.30
		1	2	3	4	5	6	7	8	9	10	11	12-15		16	17	18	19
MONDAY	FORM-GROUP REGISTRATION	CRAFT			Maths			BREAK	ENGLISH		"Special" Tutor (Counselling Period)		LUNCH	FORM-GROUP REGISTRATION	CRAFT			
TUESDAY		Social Studies			PHYSICAL SCIENCE				RELIGIOUS EDUCATION		English				Domestic Science			
WEDNESDAY		GAMES				English			Supplementary Science		Maths				Social Studies		DRAMA	
THURSDAY		ART			Swimming				English		Maths				RELIGIOUS EDUCATION		MUSIC	
FRIDAY		Sports		Reading Library	ASSEMBLY	DRAMA			Maths		Woodwork				ART		English	

CAPITAL LETTERS INDICATE MAINSTREAM LESSONS : Lower case indicates Basic Studies Lessons.

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Table IV

JOHN'S FOURTH YEAR TIMETABLE

DRAYTON SCHOOL

Name John 4th Year Timetable

Form 4CA

	9.00	9.10	10.10	11.10	11.30	12.10	12.50	1.50	2.00			3.00 3.30
		1 2 3	4 5 6	7	8 9	10 11	12-15		16	17	18	19
MONDAY	FORM-GROUP REGISTRATION	SCIENCE	Social Studies	BREAK	GAMES		LUNCH	FORM-GROUP REGISTRATION	Preparation for Adult Life (D.O.E.)			
TUESDAY		Maths	English		Preparation for Adult Life (Do-it-yourself)				PHYSICAL EDUCATION		Domestic Science	
WEDNESDAY		Preparation for Adult Life (Social Studies/Health)	Preparation for Adult Life (Careers)		PHYSICAL EDUCATION	English			4th Year ASSEMBLY	MASS MEDIA		
THURSDAY		English	Swimming		Preparation for Adult Life (Practicalities of independence)	Maths			SCIENCE		Crafts	
FRIDAY		MASS MEDIA	Maths		Sports	Woodwork			SCIENCE		PHYSICAL EDUCATION	

CAPITAL LETTERS INDICATE MAINSTREAM LESSONS : Lower case indicates Basic Studies Lessons.

much smaller primary school while John admitted to not being able to understand "all the forms" (form groups of children) and "the different lessons". However, they could remember feeling more settled after a "couple of weeks". They both "got lost" in the school once or twice during the first few weeks, and while John was helped by "some kids" Angela managed to find her own way around. The problems they encountered emphasise the importance of the "first years only" first day in September and the practical difficulties faced by children who withdraw from regular class on an individually timetable basis. However, they both claimed that withdrawing to basic studies for educational support for part of the day made them "feel better" in those early days.

They were asked if they could remember their parents' reaction to the news that they would receive special support from Basic Studies. John claimed that his parents were happy about this because they had been worried about his coping with "subjects like History and German". Angela felt that her parents "didn't seem to mind". John can remember being concerned about leaving his class to attend some Basic Studies lessons but his mother had told him "he'd get used to it". Both sets of parents attended official parents' evenings -- as do nearly all parents of pupils receiving support from Basic Studies.

When asked what they liked about Basic Studies John identified the "easy lessons" ("you can do them") while Angela enjoyed receiving more individual help with her work. This would seem to reflect the considerable advantages of being able to offer individualised programmes of work and a more favourable pupil/teacher ratio. Although John said he would have liked to spend more time in mainstream lessons he claimed to enjoy spending most of his "free" time (before school, break, lunch, after school) playing the various games in the Basic Studies Department. Neither would he like to miss the educational and social trips and other extra-curricular activities organised by staff from the Department.

Mainstream and basic studies suggests that neither of these pupils identifies too closely with Basic Studies or Basic Studies staff. It is of particular importance that they both selected their present or previous form tutors. This illustrates the strong link that often develops between children with special needs and their mainstream form tutors, and explains why Basic Studies teachers prefer to support form tutors in their pastoral role rather than provide an alternative pastoral support service.

Angela and John were asked to consider what might have happened if Drayton School did not have a Basic Studies Department. Angela seemed rather alarmed at the thought ; "we'd be stuck", she replied, "we'd have to go to a different school". John wouldn't have wanted to go to a different school where he "wouldn't have been as happy". "I'm pleased I stayed at Drayton", announced Angela. "So am I", added John.

5. SPECIFIC ISSUES

In an attempt to assess the integration process at Drayton the following people were asked four questions: the Headmaster, a Deputy Headmaster, a Head of Year, the Head of Basic Studies -- all at the school -- and the Senior

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Educational Psychologist for North Oxfordshire. Their replies are here summarised under the questions put.

What have been particularly successful practices which have promoted academic and social integration?

The Headmaster's immediate response to this question was to quote "the successful integration of staff from the Basic Studies Department". He outlined the full part played by Basic Studies staff in the life of the school and quoted the example of the previous Head of Basic Studies being elected as staff representative on the school governing body. The importance of staff integration was foreseen by the Headmaster and, in turn, by the first Head of Department.

This can be illustrated by the decision, taken before the Department opened, not to allow hot drinks to be prepared at break times, etc., within the Department so that staff would always use the main staffroom at break and lunch times. The full integration of special needs staff was considered to be of paramount importance.

The Deputy Headmaster felt that teacher attitudes towards pupils with special educational needs were critical and that the most successful lessons were where teachers were happy to make special efforts to organise their lessons so that the needs of children over a wide ability range were met. The Head of Basic Studies observed that the Headmaster and staff had made conscious efforts to produce a sympathetic and caring school environment.

Withdrawal from class for specialist teaching is considered normal, according to the Head of the School. Special educational support in the form of lessons in the Basic Studies Department is offered to ten per cent of the school population, while children also withdraw from normal lessons for other specialist help, e.g. musical instrument teaching. He also felt it particularly important that all children who attend Drayton School should be in mixed ability form groups, should lunch together and should share some educational and recreational activities. The Deputy Head referred to the successful involvement of pupils with special educational needs in school trips and major music, drama and art projects.

The fact that the Department is open before and after school, at break and lunch times for social activities for all pupils was seen as a key factor by all the people interviewed. Softball, citizens' band radio, karting and photography clubs which are held in Basic Studies but open to all children in the school were mentioned by the Head of Department as encouraging social interaction between pupils who receive support from the Department and those who don't. From a very early stage, bar-football, bar-billiards and table tennis were provided within the Department for use at social times. The success of these games in encouraging pupils who do not receive the educational support of the Department to use the social facilities was commented upon by others as well as its Head. He emphasised the importance of these social-time facilities for it was because of them that "many vulnerable children, not intellectually or educationally retarded, who may well be the pupils most likely to ostracise their peers with greater difficulties, do not appear to do so".

The Senior Educational Psychologist stressed the importance of the Department providing a permanent central base within the school with attractive facilities. Both the Head of School and the Head of Year commented upon the sense of security felt by pupils with special educational needs which, they both claimed, came from their knowledge that the base would be open during the school day whenever they needed it. The only person to mention the mainstream curriculum in answer to this question was the Head of Year when he commented on "the wide range of subjects and levels at which subjects can be studied within the curriculum". It is interesting to note that when readers and scribes were provided for three pupils with reading difficulties taking a public examination, little notice was taken of them.

The Head of Basic Studies felt that the way in which the Department is organised to withdraw children individually has promoted academic and social integration. As work in literacy and numeracy is planned on an individual basis, pupils can be withdrawn at times suitable to them as they need not be withdrawn in chronological age or ability groups.

What are the major problems which have been solved and which remain to be solved?

Many of the issues that have developed into "problems" in other schools have not arisen at Drayton. The Headmaster maintains that this is because many were tackled from the beginning; for example, it was always his intention that Drayton should be an "accepting" school and that the the school should be organised and administered in such a way that opportunities for conflict between adults and pupils would be minimised.

Both the Deputy Headmaster and Head of Year quoted social integration of pupils with special needs as their first example of a problem solved. The Deputy Head observed that "pupils who withdraw from class are not easily identifiable round and about the school as they blend with their peer groups". The Head of Year felt that social integration was made possible because the Department had almost always been part of the school and had grown with the school. The Deputy Head emphasised a point made in answer to question 1. when he added that social integration has been made possible by the general acceptance within the school that withdrawal from class for specialist support is a "normal" activity.

The Head of Basic Studies identified three problems that have been solved: the development of highly structured alternative and support courses within the Basic Studies Department; the full acceptance of the Department by all school staff, the local community and all the support services; recently an extra teacher had been appointed to support children exhibiting inappropriate behaviour which had been seen as a problem within the school.

The Headmaster highlighted a major problem which is yet to be solved. The mainstream curriculum in English secondary schools is largely dictated by the syllabuses for public examinations. The alternative curricula (free from this constraint) developed by Basic Studies staff in areas such as Literacy and Numeracy using highly-focused learning materials and individual programming seem appropriate for a much greater proportion of pupils in the school than have access to them at present. The Headmaster confirmed this and added that the selection of pupils for special support (for example -- individual programmes of work) is a major headache. The Head of Year expressed concern that the existence of a successful special needs department might inhibit the mainstream teacher in his quest to develop teaching skills and to experiment with various styles and strategies.

What have been the major influences in the school of integration practices -- (a) in respect of the curriculum and (b) in respect of social organisation?

All of the people working within the school who were interviewed found this a very difficult question to answer. The Headmaster explained the reason for this difficulty : "the Department was planned from the beginning ; therefore the knowledge that the school was to have a special department to support children with learning difficulties affected the way the school was organised. As the Department has grown with the school it is very difficult to assess its influence on the school".

The Deputy Head felt that, generally speaking, there was a greater awareness of the curricula needs of children with learning difficulties in Drayton than in other schools he had known well. The Senior Educational Psychologist offered an explanation for this, saying that "the existence of the Basic Studies Department helps to focus the attention of teachers on the curricula needs of all children with learning problems". Recently, social education was introduced into the curriculum of all fourth and fifth year pupils at the school. The Head of Year thought that appreciation of the educational needs of pupils with learning difficulties amongst teaching staff was one of the factors that inspired this development.

The major social structure within the school is the year/form group. Pupils stay in the same mixed ability form group through the school unless there are exceptional reasons for a transfer. The Deputy Head believed that the existence of the Basic Studies Department along with the Head's strong belief in mixed ability form groups has helped resist the pressure that exerts itself occasionally for streamed (by academic ability) form groups.

The Basic Studies Department's role in providing support -- particularly at social times of day -- for "social mis-fits" was commented upon by the Educational Psychologist. She believed that this function, though informal and unofficial, was remarkably useful.

What are the factors which make a good school for integration?

Not surprisingly, there was a lively and positive response to this question from everyone interviewed. In single words, the answers were: attitudes; relationships; resources/building; organisation and philosophy. But let me expand:

Attitudes:

Three of the five people interviewed replied that a critical factor was the attitude of the Headmaster towards the education of pupils with special needs in ordinary schools. The Head of Basic Studies stressed the importance of having a sympathetic Head who can influence the views of other staff, while the Educational Psychologist identified good leadership and the support of the Head teacher.

The Headmaster mentioned positive attitudes among mainstream staff towards special needs pupils. As an example of how this can be fostered he cited Drayton itself: "by the willingness of special needs staff to become fully involved in the social and extra-curricular life of the school". This, he felt, was one of the principal reasons why the Special Department was seen by all staff as part of the school and not as a special school "added-on".

Relationships

This general recognition of the Department being a part of the school was instanced further by the Deputy Head in drawing attention to social activities of the special needs teachers within the school. They were involved, for example, in drama production, and the evening outings organised by pastoral staff, to such places as ice-rinks. The Head of Year said that "good relationships between Basic Studies staff and mainstream staff are of paramount importance". This was endorsed by the Head of Basic Studies -- particularly with regard to relationships in the classroom.

Resources/buildings

The Educational Psychologist saw appropriate staffing and resourcing as crucial if schools are to make good provision for children with special needs. Both the Headmaster ("having proper facilities") and the Head of Basic Studies ("being a well-resourced school") added their endorsement to this. The latter said, further, that an important factor in the case of Drayton was the Department's accommodation being planned and built at the same time as the rest of the school, and to a similar design. His experience of other schools with special departments housed in buildings with a specification dissimilar to the rest of the school convinced him that a special department must be provided with accommodation of the same standard of comfort and design as the rest of the school.

Organisation

In this respect, the Headmaster drew attention to the dual support system involving mainstream pastoral staff and the special needs pastoral support team. He considered that the flexibility within the pastoral organisation which allowed this "mushrooming" of support was important if children and their families were to receive the same quality of pastoral support that they would receive in a good special school. The importance of a good pastoral system was stressed by the Deputy Head. He went on to emphasise the social value of teaching mixed ability groups which is common practice in the school for the early years.

Drayton is a neighbourhood school. This means that children are not transported from other school catchment areas to take advantage of the special provision. According to the Head of Basic Studies, this is an important factor in the successful integration of special needs pupils.

Philosophy

In the view of the Headmaster, it was fundamental to the success of a Special Needs Department that its Head should share and support the educational aims of the school itself. His own philosophy was that the treatment of pupils as individuals with their own needs, abilities and disabilities, rather than as potential candidates for public examinations, was critical if children with learning difficulties were to be afforded the same consideration within school as their more academically able peers. The Deputy Head expressed similar views and concluded that "all children have special needs anyway".

6. SUMMARY AND EVALUATION

Drayton School takes great care to ensure that all pupils and their parents are welcome and that their introduction to the school is carefully planned. It places considerable emphasis on the personal care of pupils. The level of tolerance and degree of care within the school is illustrated by the wide range of individual difficulties which are now accepted and given positive help.

Efforts are made to help all pupils within the school to understand the special needs of some of their fellows and to appreciate the purpose of the Basic Studies Department. It is part of the philosophy that all children show abilities in some aspect of their lives; and it is believed that the system of mixed ability form-groups promotes tolerance and understanding of the needs of others. The policy of placing two or three pupils who spend a third or more of their lesson time in the Basic Studies Department in mixed ability form-groups of about thirty, appears to work well. Nevertheless, it would obviously be much easier in terms of organisation if Basic Studies pupils were in fewer form-groups. The following comment from the NFER study suggests that the adopted policy is the right one: the "school had a working rule that not more than two (now two or three) pupils from its Basic Studies Department would join any main school lesson..... This policy of seeking a low profile was followed in a number of schools. Its absence, when large numbers of pupils with special needs were integrated into the same classes (and their character was in consequence changed), did seem to lead to unfortunate stigmatised effects". (Educating Pupils with Special Needs in the Ordinary School, op. cit.)

That a relatively large number of children are withdrawn for some specialist help seemed also to be an important factor in developing positive attitudes towards the work of the Department. The development of a more flexible approach to meeting a wider variety of individual needs has helped establish it as a special base serving the needs of a range of children with learning difficulties rather than as a "unit" coping with the needs of a small core of pupils with the most severe handicaps.

The well developed system of care for individuals in Drayton School is clearly one reason why many of the children with special educational needs are able to spend a large proportion of their school-time in a "normal" environment. In this the special education staff support the pupil and his form tutor and Head of Year rather than establishing a separate personal-care system of their own. This expresses their determination to provide a "normal" situation for each pupil within which he or she can make demands on the personal-care system as and when the need is felt.

The principal response to particular needs is through individual timetables provided for children who are supported by Basic Studies. Without these, the requirement could only be met by grouping by ability or attainment, in which case individual needs would run the risk of being overshadowed by what was considered best for the group. Within the framework of these timetables the Department has a variety of measures it can apply in accordance with individual requirements. They may be summarised as follows:

-- Individual learning programmes, for pupils with reading, writing, spelling and number difficulties;

-- Specially modified Geography, History, Physical Science and Biology courses for those unable to benefit from these mainstream lessons and for those who require additional opportunities for learning within these subject areas;

-- Extra specialist help with crafts and other practical subjects;

-- A two-year Preparation for Adult Life course for pupils who have been identified by multi-disciplinary re-assessment as requiring substantial help during their final two years if they are to learn to live independently as adults within the normal community;

-- Counselling support for a small number of pupils;

-- Ability to respond to a variety of individual special needs, for example, a) a language and reading programme for a boy with a severe language problem developed by the Speech Therapist and Special Education teacher. He had been recommended for residential school placement but this proved unnecessary; b) a programme of physical exercises for a boy with muscular dystrophy developed by the Physiotherapist and Special Education teacher so that he did the required physical exercises while still enjoying the normal school programme;

-- The provision of informal support at social times for pupils who, because of behavioural/social problems, are considered to be "at risk";

-- Acting as a "half-way house" for school refusers in programmes that have resulted in their return full-time to regular lessons.

An interesting assessment of how well pupils with special needs are accepted by a school may be made by analysing the reasons why children do not attend mainstream lessons. Within Drayton no pupil is automatically excluded from any lesson. The mainstream timetable is built each year to accommodate all pupils who attend the school. It is only when this is done that the Head of Basic Studies carefully identifies how far individual needs can be met within the mainstream curriculum, and then constructs the Basic Studies timetable which will offer supplementary and alternative courses where necessary. Pupils are withdrawn from a mainstream lesson only when it is recognised that their particular needs cannot be met there. The Department attempts to achieve the very fine balance between ensuring that pupils get the type of instruction they would have received in a special school, and at the same time benefit from learning in a regular classroom situation.

The numbers of pupils being supported by basic studies at the time of writing is 103 or approximately 8 per cent of the school population. The figures for year 1 to 5 are 34, 24, 20, 15 and 10 respectively. Many more are supported in the first three years, when there is a "common" curriculum for all pupils, than in the final two years when there is more differentiation and a large element of choice. The pupils who require support in the fourth and fifth year are those who, at the time of multi-disciplinary reassessment in the third year, appear to need more careful preparation for adult life, and are encouraged to opt for this course, designed and taught by Basic Studies staff.

Assessment of educational need and recording of progress are of increased importance when pupils with special needs are members of a large school and may be taught by more teachers than they would be in a special school. Drayton's assessment and recording system already described is proving fully successful, particularly as teachers can refer to it at any time to guide them in the individual support they are currently supplying.

The different ways in which the Basic Studies Department organises support for pupils, the role it has developed within the school and its "open door" policy have all increased the possibilities for social interaction between pupils with special needs and those without. However, the accepting and tolerant nature of the school as a whole, the belief in mixed ability form-groups and the principle that all children are full and valued members of the school are much more important factors in the social integration of those with special needs.

Although, as might be expected, most pupils supported by Basic Studies formed friendships with others in the same form-groups also supported by the Department, there were some notable examples of friendships between pupils who were supported by the Department and others who were not. The mother of one pupil who transferred from a nearby unit sited some distance from its parent school commented that he always felt awkward about going to the special unit because "it made him feel different". But when he started at Drayton she said "he was very happy because he was one of hundreds of children". In other words, the special support arranged for him at Drayton did not make him stand out from other boys in the way attendance at the special unit did. Another parent, described how her son "gained in confidence" and "blossomed" following his placement at Drayton. She thought that this had much to do with the fact that he could enjoy all the facilities of the large secondary school but still felt secure because "if there were any difficulties he could turn to the Basic Studies Department".

A critical factor in the success of the Department is the attitude of the Headmaster towards it. He has consistently emphasised its status and the importance of its role within the school. From the planning stage, the Head of Basic Studies was accorded a level of responsibility equal to that of other heads of major departments (English and Maths). The work of the special educationalists has always been valued as highly as the work of teachers in subject departments.

It is apposite to conclude his account with yet another reference to the findings of the traditional Foundation for Educational Research. Drayton, they said, "offers a good working model of how a comprehensive school can incorporate pupils with special needs into its educational provision. The Basic Studies Department has developed into a highly effective provision dealing flexibly with a wide range of pupils who have special educational needs. The Department has become an integral part of the school and its work is highly regarded within it."

IV

LAFOLLETTE HIGH SCHOOL: A CASE STUDY IN THE INTEGRATION OF HANDICAPPED STUDENTS

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1. INTRODUCTION

The concept of integration of handicapped students with the nonhandicapped in the Madison Metropolitan School District is based on the humanistic premise that both populations benefit from such integration. For the process to be successful, administrative and staff functions must be integrated at all levels, all handicapped students must attend schools with chronological age peers, support and related services must be provided to enable the handicapped students to participate in and benefit from the instructional program, opportunities for interaction at the individual student level must be systematically provided, and the service delivery models must comply with the requirements of federal and state mandates.

Concurrently the school climate must foster and promote in administration, staff, students and parents an acceptance of all students and an acknowledgement of their legitimacy in a comprehensive high school program. Realistically evaluating the range of attitudinal dimensions, timely staff development must be provided and directed toward developing and maintaining effective communication, increasing the knowledge base and heightening perceptions of handicap and normalization, accepting individual differences, and promoting team effort in recognizing that integration is a positive force, not an intrusion.

LaFollette High School is one of four comprehensive four-year high schools in Madison, a city of 170 000 population, the state capital, and the site of the University of Wisconsin-Madison. High school attendance areas are determined by geographical consideration only with flexibility to accept enrolments from each other's areas depending upon the space available and unique needs of students. LaFollette High was selected for this descriptive study because, of Madison's four high schools, it has the widest range of students with exceptional education needs, it has made substantial progress in the integration of handicapped with non-handicapped students, and it now has the experiential base to view its progress in perspective.

2. THE SCHOOL ITSELF

The Physical Plant

At the time of the school's construction, it was planned that most physically handicapped students of the district would eventually attend one high school and the original building design consequently incorporated an elevator and ramps connecting its split level floors in anticipation of this school's becoming the orthopaedic centre. Although the district's more enlightened approach to serving the physically handicapped has dispersed this population throughout the district within the last four years, LaFollette High was basically accessible to the physically handicapped when it opened in 1962.

The physical plant is typical of traditional high school construction in the last two decades. Classrooms are rectangular, seating thirty to forty students; seven seminar rooms are available for small group instruction; an instructional materials centre (IMC) is always available to all students, has adjoining small group rooms, open stacks for reading, periodicals, and references, and is equipped with a wide variety of audiovisual equipment which includes various projectors, video equipment, tape and cassette recorders and the accompanying software. Two large gymnasiums, an asphalt floored fieldhouse, a 750 seat auditorium, two 120 seat lecture halls, a school store, and a swimming pool of Olympic specifications complete the indoor facilities. A courtyard, athletic fields, and a parking lot for faculty and student automobiles and cycles complete the 62 acre (25 hectares) grounds.

The Student Body

After three years in a middle school (Grades 6, 7 and 8), most students are fourteen years old when they enter high school and are graduated at age eighteen. The average student carries five subjects plus physical education in classes ranging from 20 to 25 students and attends daily from 8.30 am. to 2.30 pm. or 3.30 pm. from the last week in August through the first week in June. Major vacations consist of two consecutive weeks in the winter and one week in the spring. With the exception of smaller classes and the option of continuing through age 21, special education students follow the same schedule.

Of the 2 062 students enrolled in the 1981/82 school year, 96.5 per cent are white of non-Hispanic origin; 53 per cent are male. The largest ethnic minority group numbers 46 black students not of Hispanic origin (Table I).

3. THE ADMINISTRATIVE STRUCTURES

LaFollette High Administration

The LaFollette Principal, as the instructional leader of the school, has the responsibility of coordinating the entire program in his building, both regular and special education. Operating within the Board of Education policies and procedures, he has considerable autonomy in developing and implementing instructional programs to meet the specific needs of the local

Table I

LAFOLLETTE STUDENT POPULATION BY SEX AND ETHNIC ORIGIN, 1981/82

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
American Indian or Alaskan native	1	1		1	1	1		1	2	4
Asian or Pacific Islander	1	1			1	1	1	1	3	3
Black, not of Hispanic origin	6	7	8	6	5	7	5	2	24	22
Hispanic	1	3	2	1	2	2	2	0	7	6
White, not of Hispanic origin	241	210	275	246	249	253	294	223	1059	932
Total	250	222	285	254	258	264	302	227	1095	967

school population. The district conceptualizes its instructional program as providing options for all students in an integrated program, not a series of parallel tracks such as vocational, special education, or college preparatory.

The Principal demonstrates his support of special education programs in both definitive and subtle ways. When he visits special education classes as he does other classes, interacts informally with these students in the commons or at special events as he does with other students, is sensitive to assuring reasonable disciplinary consequences for infractions, provides resources and moral support in crisis as well as routine operations as appropriate, and assists in the articulation from middle to high school to assure continuity of program based on understanding of student capabilities and appropriate program expectations, he is providing strong leadership and a role model to his staff and student body at the functional level in the integration of handicapped students.

Three Assistant Principals have grade level responsibilities as well as departmental supervision (Figure 1). The Principal emphasizes that the Assistant Principals not directly responsible for supervision of special education are, nevertheless, sensitive to the needs of special education students which makes his administrative team a cohesive force behind the integrated program. In myriad ways the cross-administrative support of special education is manifest, from attending to details like adjusting heat, installing door latches, and arranging adequate parking for vehicles transporting the handicapped to controlling and obviating the occasional potentially disruptive factors in mainstream student behaviours, to making the major decisions on deploying regular education staff allocations, developing the master class schedule, and assigning classroom space.

Figure 1. ADMINISTRATIVE STRUCTURE OF LAFOLLETTE HIGH SCHOOL, 1981/82

PRINCIPAL

General Administration
Instructional Leadership
Allocation of Resources
Athletic Programs
Public Relations

ASSISTANT PRINCIPAL	ASSISTANT PRINCIPAL	ASSISTANT PRINCIPAL
Special Education English Foreign Language Instructional Materials Center Human Relations Drama, Debate Yearbook, Newspaper Forensics	Science Math Business Education Distributive Education Instructional Computer Alcohol/Drug Abuse Scheduling Services Guidance Administrative Computer	Social Studies Art Music Physical Education Driver Education Student activities Liaison with Law Enforcement Agencies Buildings and Grounds
Grade 10 Part of Grade 9	Grade 11 Part of Grade 9	Grade 12 Part of Grade 9

A fifth administrator coordinates vocational programs with the Assistant Principals in two high schools, prepares applications and reports for state funding related to vocational programs, and is responsible for safety programs within the two schools.

Relation to Central Administration

The high school Principal is administratively responsible to a District Director, one of two in the central office, who supervises two high schools and the elementary and middle schools that articulate with them in curriculum articulation, budget development and monitoring, evaluation of administrators, and assuring the orderly management of the district's instructional program. The central administrative structure for instruction is detailed in Figure 2.

Leadership of the Superintendent

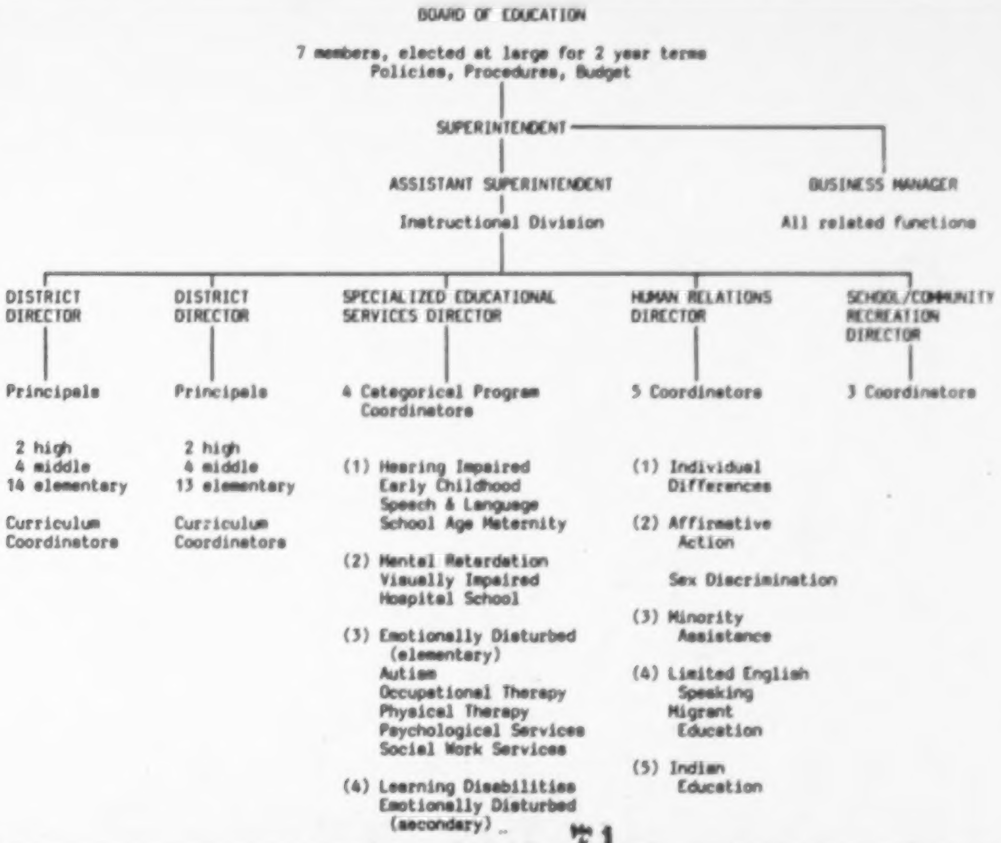
The highest level of administrative communication occurs at the Superintendent's Management Council. The Council consists of the five Directors (Figure 2) who meet weekly with the Superintendent and Assistant Superintendent to discuss and reach consensus on major issues relating to the district's instructional program and allocation of resources to implement it. The strong stance of the Superintendent in integrating the district's instructional program is evident in the deliberations of the Council. The Directors, in turn, meet with their administrative teams to clarify, amplify, or initiate the appropriate activities related to decisions made at the Council. Minutes of the Council's meetings are distributed to all administrators and are posted in all schools, thereby enhancing communication within the system.

The Superintendent also meets with a faculty group, consisting of one representative from each school, on a monthly basis, to respond to their questions and to clarify any Board of Education or administrative decisions. Since issues related to special education are often raised, this forum is valuable in reinforcing the district's concept of an integrated educational program. Minutes of these meetings are also posted in all schools.

Relation to Specialized Educational Services

Maintaining open communication, cooperation, and credibility at and across all administrative levels is basic to the successful operation of any and all special education programs. A productive working relationship between the Specialized Educational Services Categorical Program Coordinators (Figure 2) and the Assistant Principal with responsibility for Special Education at LaFollette High (Figure 1) is essential. The Categorical Program Coordinators are responsible, under the authority of and accountable to their director, for (a) district wide development of programs and services, (b) development of program goals, objectives, and evaluation criteria, (c) periodic needs assessment, and (d) responsibility for improvement of teacher competencies and staff development as necessary to assure program quality. Their specific responsibilities are delineated in state rules and regulations. However, in the daily operation of LaFollette High, the high level of commitment and efficiency of the Assistant Principal who supervises the special education program is

Figure 2. ABRIDGED ADMINISTRATIVE STRUCTURE, 1981/82


BOARD OF EDUCATION
7 members, elected at large for 2 year terms
Policies, Procedures, Budget
SUPERINTENDENT
ASSISTANT SUPERINTENDENT
Instructional Division
BUSINESS MANAGER
All related functions
DISTRICT DIRECTOR
Principals
2 high
4 middle
14 elementary
Curriculum Coordinators
DISTRICT DIRECTOR
Principals
2 high
4 middle
13 elementary
Curriculum Coordinators
SPECIALIZED EDUCATIONAL SERVICES DIRECTOR
4 Categorical Program Coordinators
(1) Hearing Impaired
Early Childhood
Speech & Language
School Age Maternity
(2) Mental Retardation
Visually Impaired
Hospital School
(3) Emotionally Disturbed (elementary)
Autism
Occupational Therapy
Physical Therapy
Psychological Services
Social Work Services
(4) Learning Disabilities
Emotionally Disturbed (secondary)
HUMAN RELATIONS DIRECTOR
5 Coordinators
(1) Individual Differences
(2) Affirmative Action
Sex Discrimination
(3) Minority Assistance
(4) Limited English Speaking
Migrant Education
(5) Indian Education
SCHOOL/COMMUNITY RECREATION DIRECTOR
3 Coordinators

recognized by the Principal and the Categorical Program Coordinators as the critical factor in the successful integration of these programs in the school and of individual students within their programs.

4. THE PROFESSIONAL STAFF

Regular Education

The professional staff at LaFollette high for regular education is comparable to that of other district high schools as the range of courses offered is similar. The distribution of staff excluding special education is shown in Table II. There are, in addition, one case worker assigned to work with high risk students who are not in special education and a half-time minority services counselor.

Table II

LAFOLLETTE HIGH STAFF EXCLUSIVE OF SPECIAL EDUCATION, 1981/82

Area	Staff	Area	Staff	Area	Staff
Art	5	German	2	Reading	3
Audio-Visual, IMC	1	Latin	1	Science	9
Business Education	7	Spanish	4	Social Studies	13
Distributive Education	1	Home Economics	4	Music	3
Driver Education	2	Industrial Arts	8	Library	3
English	21	Mathematics	14	Talented/Gifted	1
English/Reading	3	Math/Science	1		
French	3	Physical Education	7	Guidance Counselors	6

Adaptive Education

One of the strong features of the LaFollette High curriculum to bridge the gap between regular and special education has been the availability of adaptive courses. The two stated objectives of the adaptive courses are (a) to provide appropriate educational experiences within the content area and (b) to provide basic instruction in the content areas in order to enable more students to move into a mainstream class.

Adaptive classes are taught by a team consisting of one regular education teacher and one special education teacher. The team approach assures the appropriateness of course content, teaching strategies, and methods. Special education teachers may be assigned one period a day to team teach an adaptive class. In 1981/82, the staff from regular education assigned to adaptive courses consists of:

Art	2	Basic Business	2
Science	2	Physical Education	8
IMC	5	Traffic Safety	2
Home Economics	4	Industrial Education	2

A teacher of the mildly retarded, an enthusiastic supporter of the adaptive classes, sees them as a vehicle by which the student gains confidence, self-respect, knowledge of a content area, and an idea that he may eventually succeed in a regular class. Another teacher of the mildly retarded mentioned the positive experience for her of being able to converse with regular teachers in sharing disciplines and in lending mutual support as well as the benefit of regular teachers interacting with her students.

Specialized Educational Services

The staff at LaFollette High supported by the Specialized Educational Services budget includes 26 categorical teachers, itinerant services of a vision teacher and orientation and mobility specialist, plus 5.1 related services and support staff. The number of teachers, aides, and student enrolments are shown by categories in Table III. Table IV shows support and related services staff.

Teachers and staff positions (except for aides) shown in Tables II, III and IV are in the same professional bargaining unit with a single salary schedule; increments depend on length of service and additional professional training.

Table III

LAFOLLETTE SPECIAL EDUCATION STAFF AND STUDENT ENROLMENT, 1981/82

Program	Teachers	Aides	Students
Emotionally Disturbed	3.0	0	23
Learning Disabilities	6.0	1.0	78
Mildly Retarded	5.0	1.0	55
Moderately Retarded	2.0	2.0	17
Severely Retarded/Multiply Handicapped	3.0	4.0	18
Moderate/Severely Retarded Vocational	1.0	0	
Hearing Impaired	4.0	4.0	32
Speech and Language	2.0	0	40+
Vision Impaired	Itinerant		4
+ plus consultation services			

Table IV

LAFOLLETTE SUPPORT AND RELATED SERVICES STAFF, 1981/82

	Staff	Assistant	Students
Psychologist	1.5		
Social Worker	1.0		
Occupational Therapist	1.0		34
Physical Therapist	1.0	1.0	34
Speech & Language Consultant for retarded	.3		
Hearing Impaired Consultant for retarded	.3		

The therapy assistant plus two health aides under the direction of the school nurse assist physically handicapped students in toileting, eating, movement around the building, positioning, and dressing. The greatest number of physically handicapped by disability is in the area of moderate and severe retardation where 15 of the 35 students are in wheelchairs. Physical and occupational therapy assessment and treatment are provided when the student's physician prescribes and monitors the service. The district does not employ a medical officer and parents are legally and financially responsible for their children's medical services.

Audiological services are provided on an itinerant basis from the central office and all students in programs for the retarded are screened annually for possible hearing loss.

The district also has a School Age Maternity program with a staff of 2 teachers located in classrooms in a school of nursing facility adjacent to a city hospital. Students have the option of staying in their regular school program or attending the special classes in the central location. Four LaFollette students were enrolled in this program during the first semester of the 1981/82 school year.

5. LEGAL MANDATES

Before proceeding further with a description of integration at LaFollette High, a brief review of applicable mandatory legislation and funding sources will be presented to provide a framework for understanding the contingencies, constraints, requirements, and opportunities within which the special education program must function.

Federal Legislation

Non-discrimination on the basis of handicap was addressed at the federal level in a regulation implementing Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112) and incorporating by reference Title VI of the Civil Rights Act of 1964. Section 504 provides that:

> No otherwise qualified individual... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance.

A handicapped person is defined as

> ...any person who (a) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (b) has a record of such impairment, or (c) is regarded as having such an impairment.

The other major piece of federal legislation is The Education of All the Handicapped Act, Public Law 94-142, a permanent statutory authority with no expiration date. A section of this Act requires states to establish policies and procedures to insure that

> a) to the maximum extent appropriate, handicapped children... are educated with nonhandicapped children, and
> b) that special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Public agencies are also required to make provision for supplementary services such as resource rooms or itinerant instruction provided in conjunction with regular class placement.

Further provisions of PL 94-142 include:

> Each public agency shall also insure that each handicapped child's educational placement is as close as possible to the child's home... and in selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of services he or she needs.
>
> Providing and arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, and referral to agencies which provide assistance to handicapped persons, and employment of students.
>
> Each public agency must establish and implement a goal of full educational opportunity to all handicapped children.
>
> Program options must insure that its handicapped children have available to them the variety of educational programs and services available to nonhandicapped children in the area served... including art, music, industrial arts, consumer and homemaking education, and vocational education.
>
> Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education.

State Legislation

Although Madison had special education programs for more than fifty years under the state of Wisconsin's permissive legislation, they expanded when the state's mandatory legislation became effective in 1973.

Provisions of the state legislation are, for the most part, in congruence with the federal laws. Through assessment by a multidisciplinary team, a child must be found to have a disability and a handicapping condition and a need for exceptional education to qualify for educational services to supplement or replace regular education. Conditions that may require such services are enumerated in the state statutes as:

> Physical, crippling, or orthopaedic disability; mental retardation or other developmental disabilities; hearing impairment; visual disability; speech or language disability; emotional disturbance; learning disability; pregnancy (including up to 2 months after the birth of the child or other termination of the pregnancy); and any combination of conditions named by the state superintendent of public instruction or enumerated above.

Section 504 Application

In interpreting the federal Section 504, the district has categorized and described service at four levels. A student is assigned to a program representing a level of service appropriate to his needs in the least restrictive program possible. The four categories with some illustrations from LaFollette High follow.

Level 1. Regular education program with related services, non-academic activities with related service, and extra-curricular activities with related services.

A visually impaired student attends regular classes but receives help from an orientation and mobility specialist in improving his self concept and coping with problems caused by impaired vision. Some hearing impaired students attend regular classes but need the assistance of notetakers.

Level 2. Regular education program supplemented by exceptional education program services at the resource level with related services, non-academic activities with related services, and extra-curricular activities with related services.

This level is characterized by resource programs. Students are enrolled in regular education classes for more than half of the school day. Their participation is monitored by a special education teacher. As necessary and on a scheduled basis they will report to a resource room for assistance by their special education teacher in their regular class work or they may have an academic class with the special education teacher.

Five of every seven learning disability students at LaFollette are in resource programs.

Level 3. Exceptional education with integration into regular education curriculum programs with related services, non-academic activities with related services, and extra-curricular activities with related services.

Students are spending at least half of their day in classes taught by a categorical program teacher. At LaFollette High, the mildly retarded will be most frequently scheduled at this level, usually termed a self-contained integrated program.

Depending upon individual functioning level, a student may be enrolled in regular education classes although the elections will usually be in such classes as home economics, art, physical education, or the adaptive classes held in the regular appropriate classrooms or laboratories.

Level 4. Exceptional education with related services, non-academic activities with related services, and extra-curricular activities with related services.

This level is characterized by the self contained or self contained-modified class. Students will be instructed almost completely by their special education teachers because the severity of their disability or multiple disabilities prevents them from benefiting from any regular education classes.

At LaFollette they will not be grouped with nonhandicapped students for their basic instruction. Such students, however, freely use the cafeteria, commons area, pass through hallways during the school scheduled passing minutes, and use common restrooms without restriction.

While students more mildly handicapped are receiving home economics and consumer education, for example, in a regular home economics laboratory, the severely handicapped will have their class in a modified accessible kitchen.

Designated Schools

In further compliance with Section .504, seventeen (of forty) Madison schools were designated "504 Schools" which meant they were accessible or would be modified to be accessible to physically handicapped students. Geographically distributed throughout the city, three high schools, four middle schools, and ten elementary schools were so designated. This program was phased in over the last three years, has cost $503 700 with some work (about $8 000) still to be completed. This has all been accomplished with local funds; no state or federal appropriations have been available for this work.

Modifications at LaFollette High

The major project at LaFollette High was to develop about half of an open unsupervised study area into two classrooms and an accessible kitchen to accommodate an increased population of moderately and severely handicapped students. Including plumbing, wiring, and the equipment such as ranges, refrigerators, conventional and microwave ovens, clothes washer and dryer, garbage disposers, dishwashers, work counters, and storage cabinets, the kitchen construction cost about $46 000.

Other accommodations included modifying and reserving two rest-rooms for the students who are in wheelchairs. For convenience, modification of additional rest-rooms is planned but these would not be restricted in availability to the general student body. A changing room for use of the health assistants to attend to the physical needs of students were constructed to insure privacy not possible in the other restrooms. Funds have recently been approved to install a power lift in the swimming pool area to enable staff to lower and raise physically handicapped students with concern for the safety of students and staff.

6. SERVICE DELIVERY MODEL

The Board of Education Statement

The Board of Education have formulated their philosophy of education statement which includes a dedication to the principles which contribute to American democracy, a dedication to a belief in the dignity and worth of the individual, and a dedication to a comprehensive educational program. Their statement also pronounces that there shall be no discrimination on basis of handicap.

The Conceptual Basis

Service delivery models are based on the following concepts formulated by the Specialized Educational Services Department in full consideration of mandatory legislation and the district's educational philosophy:

1. No student is too handicapped for placement in an appropriate educational program;
2. Handicapped students should participate to the maximum extent possible in the regular education program including the academic, the non-academic, and the extra-curricular components;
3. The special education programs should be a part of the school district's total instructional program rather than a parallel system;
4. All students should be in school environments with their chronological age peers;
5. All necessary related services that a student needs to participate fully should be provided;
6. Programs for the handicapped must be geographically distributed throughout the district;
7. An articulated curriculum, grades kindergarten through twelve, or age three to twenty-one, with appropriate scope and sequence must be provided;
8. The placement of a student in a special education program is determined by a multidisciplinary assessment of the student's educational needs;
9. Parents should have significant involvement in the assessment of their child and in the development of the goals and objectives of

the student's individualized educational program, commonly referred to as the IEP;

10. Non-segregated service delivery models for the more severely handicapped are advantageous and preferred generally because it seems imperative that the educational experience should be representative in preparing the handicapped students as well as the nonhandicapped students to function adaptively. In the school setting, skills, attitudes, and values of nonhandicapped students will become more constructive, tolerant, and appropriate by exposure to an integration with handicapped students.

7. FINANCIAL RESOURCES

Resources for special education programs are derived from a combination of federal, state, and local funds, all of which have separate administrative budgets, reporting systems, timelines, and audits. The Director of Specialized Educational Services is responsible for accessing and coordinating resources by submitting plans of service and proposals for funding to state and federal agencies and for developing his budget requests at the local level. The Director also controls the implementation of all budgets supporting special education with one exception in the local schools.

Federal Monies

Six different federal programs have provided funds for special education in the district. LaFollette High has had substantial.access to the funds and has benefited from its participation in several projects.

Federal PL 94-142 Flow Through Funds are based on the number of students enrolled in the district's special education programs each year, a per capita computation. "Flow Through" means the funds come to the district through the state Department of Public Instruction which has an approval and monitoring responsibility. These funds have been appropriated since 1978 and amounted to $200 per student in the 1981/82 school year, a total of $347 600. Federal priorities are to identify unserved children and serve the unserved or underserved children with exceptional educational needs. When these priorities have been satisfied, remaining funds ($126 900 in 1981/82) may be used for staff development, conference and seminar participation, and evaluation projects.

Proposals to access these funds may originate from schools, across disciplines, or from any ad hoc group with a common focus. Proposals are reviewed by a committee of regular and special educators and, if recommended for funding, then must be approved by the Director of Specialized Educational Services. Since funds may be used for both regular and special education needs, this integrated approach to management of staff development further promotes the interaction of handicapped and nonhandicapped staff at the local school level.

LaFollette High has had several projects supported by the Flow Through Funds. Some of the more recent ones are these:

1. Teachers of emotionally disturbed and learning disabilities at a middle school were provided with substitute teachers to enable them to meet LaFollette teachers to develop transition and long range planning for group and individual needs of the students moving from middle to high school. In this way appropriate high school electives are chosen as communication is established between counsellors and special education teachers, regular and special education teachers, and teachers and parents;

2. Substitute teachers were provided to enable LaFollette teachers to participate in scheduled meetings of regular education principals and support staff who constitute a district-wide leadership team on secondary programs for emotional disturbance;

3. LaFollette teachers of the multiply handicapped were provided with extended employment to develop communication booklets for their students who have limited speech or none for use in the commons area, ordering food in the cafeteria, buying lunch tickets, and in their community instruction;

4. Extended employment was provided for a number of teachers and their aides for a staff development session on coping with tantruming and unacceptable aggressive behaviour of students. This provided an opportunity for interaction of staff and development of strategies to expand the educational programming for certain students within the school and community;

5. Speaker/consultation fees were provided for a full day workshop (on a district-wide inservice day) for psychologists, social workers, and teachers of the emotionally disturbed to acquire basic knowledge and awareness of childhood and adolescent depression. Teachers needed to develop teaching/learning strategies and to become more sensitive to recognizing symptoms. The support staff wanted to know more about differential diagnosis, symptoms, medication, and family factors in order to aid in accurate assessments and treatment;

6. Teachers of the retarded on a district-wide basis held a session on coping with professional stress with the presenter's fees partially provided by the federal money;

7. LaFollette teachers of the moderately and severely retarded received extended employment pay to make a longitudinal review of their curriculum to further promote articulation and enhance the extended opportunities for this group of students in the school and community instructional environments;

8. Fees were provided for presenters for a half-day workshop on human sexuality in adolescence for secondary teachers of the emotionally disturbed and those with learning disabilities. This was held on a district inservice day so substitute teachers were not necessary;

9. The district speech and language therapists attended a local seminar on phonology with the speaker's fees provided by the federal funds.

Public Law 89-313 Title I Funds are available to the district on a per capita basis to supplement the educational program of any student who has previously been served in an institutional educational program. In 1981/82 at LaFollette High, one mildly retarded student, one emotionally disturbed student, and 9 moderately/severely retarded students have generated $720 each.

The regular education program in physical education and industrial arts has been able to purchase modified equipment with some of these funds; $5 500 is being used for transportation costs involved in the community and vocational programming of the multiply handicapped students. In the previous year, an electric typewriter was purchased for use by the one emotionally disturbed student to enable him to achieve at a higher level in his classes.

Hearing Impaired/Mentally Retarded Consortium. In 1977/78, the Madison District entered into a five state consortium funded by federal monies to develop curriculum and more appropriate services for multiply handicapped hearing impaired students. Madison was the only public school district included in the consortium and the target population was enrolled at LaFollette High School. The goal locally was not to segregate this group instructionally but to place them on the basis of their functioning ability with audiological and hearing resources available and a curriculum model similar to that used in developing programs for the retarded with skill development in the community, domestic, recreational, and vocational domains.

Vocational Education Amendments (also a part of PL 94-142) funded the most significant and comprehensive staff development project in terms of preparing staff to integrate the handicapped population. Twenty LaFollette teachers plus another ten from other schools entered into this training in 1978. This represented a major commitment by the participants to prepare themselves for integrating handicapped students in their classes.

In cooperation with the University of Wisconsin Behavioural Disabilities Department, a four semester sequence was developed to meet the state requirements for certification to teach handicapped students in addition to the vocational certification they already held. The opportunity was created to develop close communication, cooperation, and a mutually beneficial strategy for developing professional knowledge and respect for the various disciplines involved. The teachers met weekly for instruction for the four semesters and completed a practicum and scheduled observations in special education classes.

The program objectives were developed by the participants and are reproduced here because they reveal the wide range of self-identified needs from seeking to understand the philosophical base to developing strategies to implement their own programs. The objectives were :

1. To create an awareness of the physical, psychological, and educational needs of handicapped students ;

2. To help educators understand the nature of each disability ;

3. To help educators acquire ways to fit educational programs to students, rather than students to programs ;

4. To help educators acquire a working knowledge of the assessment process and concept of educational needs ;

5. To bring district schools and teachers into compliance with the laws ;

6. To help educators learn how to refer children for services ;

7. To help educators acquire skills in regular education -- special education cooperation ;

8. To help educators recognize and utilize the services of support personnel from the system and the community ;

9. To help educators become aware of the impact their own behaviours have on handicapped students ;

10. To help regular classroom teachers recognize the contributions they can make to "special kids" ;

11. To demonstrate to regular teachers that certain techniques available for handicapped students will make them better teachers of all students ;

12. To help regular teachers understand the significance of "the least restrictive placement" ;

13. To help educators learn methods and skills for helping regular children accept (not just tolerate or except) students with handicaps ;

14. To acquaint educators with the pros and cons of mainstreaming and integration ;

15. To acquaint teachers with a variety of service delivery models, methods, and materials ;

16. To help teachers and parents acquire and use the necessary interpersonal skills for working together.

U.S. Office of Education Joint Contract with the University of Wisconsin Department of Behavioural Disabilities. A three year contract which particularly benefited LaFollette High provided resources to develop curriculum strategies for the moderately and severely handicapped students in chronological age appropriate school and community environments. The contract supported 1.5 teachers assigned to LaFollette to assist in the integration of the severely and multiply handicapped students into a high school environment.

Deaf/Blind Funding has been available to supplement the program of ten deaf/blind students, one of whom attends LaFollette. In 1981/82 these funds are being used for instructional travel costs and to purchase some additional small appliances for the accessible kitchen. In 1982/83 it is anticipated the funds will be requested to support resource teachers for this target population which will be programmed for in three high schools.

State Aids

Local districts receive general state aids based on a formula relating total district enrolment, equalized property values, and level of expenditures. Although the average level of general aids received in the state is about 40 per cent, Madison will receive only 14 per cent of its 1981/82 school budget from general aids while 72 per cent will come from local property taxes. State handicapped aids amount to 7 per cent for 1981/82 and the balance comes from other miscellaneous revenues including student fees. (Such student fees at LaFollette High range from $7 to $12 per year). The state handicapped aids are computed on a percentage of special education salaries (including fringe benefits of about 23 per cent) and student transportation costs upon submission of financial claims based on a prior-approved plan of service. Until 1979/80, this funding was on a "sum sufficient" appropriation and reimbursement was made at the 70 per cent level. Recent legislation has changed this to a "sum certain" appropriation and the level of reimbursement is now at 67 per cent with the probability of further reductions in the next fiscal biennium. Although the state continues to recognize that special education costs require state supplementation, because staff salaries represent 80 per cent of the district's total budget, any reduction in the level of state support has a major impact on determining the local educational priorities.

The Specialized Educational Services Budget

The Department budget is developed by the Director and the Categorical Program Coordinators who plan on a system basis for staff needs, anticipated instructional requirements of classes, support and related services, and transportation. All department budgets are reviewed with the Superintendent and the Directors (Figure 2) with the Business Manager and Comptroller also in attendance. After modifications and adjustments, the total budget is presented to the Board of Education for review and approval. The adopted budget is then presented to the Madison City Council for adoption which occurs before July 1 on an annual basis.

Once the budget is approved, tentative amounts for instructional purposes will be established for LaFollette's special education programs, as for other schools, on a student/teacher count with adjustments made for unique needs such as starting or expanding a program or special equipment requirements of individual students. Schools are informed of their allowance by the Categorical Program Coordinators and may requisition throughout the year for their programs. The Coordinators are responsible to their director for management and implementation of their program resources.

The Department budget also includes some provisions for curriculum and staff development as well as evaluation projects. As the number of handicapped students increased, the LaFollette High special education staff has consistently requested summer employment with regular teachers to develop together their adaptive curricula. The persons working each summer vary by discipline and category depending on the anticipated needs for the coming year. Teachers are paid from $50 to $70 (depending on number of years' experience in summer curriculum work) for a six hour work day. LaFollette's request for the 1982 summer planning is $1 000.

LaFollette Budget Supporting Special Education

Each school Principal develops budget requests for his/her own building, including projected maintenance and renovation of the physical plant. A dollar amount per student is established by the central office for instructional materials, supplies, and equipment for nonhandicapped students and one-half of this per capita figure for special education students. In this way the school has funds to support the integrated handicapped students; the nonintegrated part of their program is supported by the Specialized Educational Services budget.

With LaFollette's projected enrolment of 210 special education students, the Principal could plan on 210 x $95 (the per capita high school allowance) :2 (or $9975) to use at his discretion in supporting the integrated program. LaFollette has used these integration support funds in the following ways :

1. To supply instructional materials, texts, and supplies for students in integrated academic classes ;
2. To purchase consumable supplies for students integrated in art, home economics, industrial arts, and adaptive classes ;
3. To support partially the costs of photocopy and duplicating paper in faculty work areas ;
4. To underwrite transportation costs for field trips and instructional travel for handicapped and nonhandicapped in integrated and adaptive classes. Transportation to bowling lanes for physical education is one example ;
5. To fund costs of school assembly programs for entertainment or enrichment presentations ;
6. To purchase special equipment items necessary for integrated students such as floats for the swimming pool.

This system of funding was established to give the local schools the monetary support necessary to encourage and expand integration according to their specific needs while, at the same time, recognizing that certain program requirements which must be assured by the Specialized Educational Services Department are dependent upon resources coordinated in the central administrative offices.

B. FROM SEGREGATION TO INTEGRATION

Historical Segregation of Facilities

Although programs for students with milder handicapping conditions have been historically located in regular schools in Madison, movement toward the integration of programs for the moderately and severely retarded and multiply handicapped students has been evident in the last ten years and accelerated since 1977. Madison used to have one segregated school for this population to age 21 and also served students who were primarily physically handicapped, also to age 21, in part of an elementary school which had ramps, an elevator, and a specially designed swimming pool. Both of these facilities are now closed.

Characteristics of the segregated school included (i) an intense, committed, skilled professional staff who had extremely limited opportunity for developmental comparisons with nonhandicapped students or interaction with teachers of the nonhandicapped, (ii) students who had no nonhandicapped peer models on their campus, (iii) concerned parents who met regularly for psychological and emotional support, (iv) a remoteness and isolation from the rest of the school system, (v) nonhandicapped students for the most part unaware of the school's existence unless they were personally knowledgeable through relatives or friends who attended there, and (vi) a community-at-large unawareness or assumption that this was an acceptable service delivery system since the children were in school and not at home.

While the orthopaedic facility program was less isolated, it was not responsive to the educational needs of the child because of the faulty basic assumption that the need for physical and occupational therapy was of greater significance than cognitive functioning level or chronological age peer models. (The swimming pool, however, is still available to elementary and middle school students requiring adaptive physical education and a .6 allocation for a qualified swimming instructor assures proper management of the program. The swimming instructor develops the individual student goals and objectives with the physical therapist, the classroom teacher who accompanies the students, and parents).

The Process of Desegregation

The process of closing the segregated facilities required a systematic multidisciplinary evaluation of each student's educational needs and placement by chronological age and functioning level in existing classes or developing new classes geographically distributed throughout the district. A number of the high school age students were transferred to LaFollette High, which was, of course, the reason for developing the joint curriculum project with the University of Wisconsin and securing the additional allocations to make this transition successful.

Although the ideal number of handicapped students in a school should not exceed the proportion found in the general community population, this balance has not yet been achieved; it is, however, being approximated as resources can be organized for transition and allowing for other contingencies such as school closings because of declining enrolments with consequent staff changes, unanticipated population shifts, and the rapid addition of students from a residential institution.

The physical and occupational therapy services followed students as the orthopaedic centre was closed and an integrated therapy model was developed by creating therapy teams based in the designated physically accessible schools, such as LaFollette High, to provide the related services that are essential for the physically handicapped to participate in an educational program in a regular school milieu. This represented a significant departure from the historic orthopaedic model of services provided as an extension of clinical services. The therapists at LaFollette now share with students, parents, and teachers the responsibility for program implementation of assessments and interventions in the natural environment with goals identified by a physician's prescription and established for each student on an individual basis.

LaFollette Expansion

LaFollette High's period of most rapid expansion was from 1975 to 1979 when the special education staff increased from five to over 20. Concerns of the regular staff naturally centred on how the addition of this population would affect them in terms of class size, possible encroachment on classroom space, and demands on their professional expertise. Special education teachers well knew they would have to establish credibility and integrate themselves into the staff if they expected their students to be integrated into the life of the school.

Preparation of Staff

The Principal of LaFollette during those four years is currently the Area Director within whose jurisdiction the school lies. He commented on the critical issues in assimilating programs, emphasizing that success will be highly dependent upon the principal's exerting strong leadership in creating a school climate that is viewed as receptive by all staff. This means that the special students and their teachers are not to be viewed as separate or extra but an integral part of the total school program. Many staff sessions were held at LaFollette to initiate regular staff with the basic principles of special education, why students have special needs, what the expectations are for these students, how to view the student as a learner, and in developing positive attitudes toward meeting their education needs.

From the Principal's position, the special education staff was considered part of the entire staff and their department chairperson was a part of his cabinet; the special teachers, for their part, had to recognize and accept their role and responsibilities in communicating with the regular staff. In retrospect, the Director feels that serious problems encountered in those years were relatively few, but those that developed could most often be attributed to a breakdown of communications between staff members.

The comprehensive staff development program for vocational teachers previously described was initiated during this period of rapid expansion.

Entrance of the Hearing Impaired Students

High school students with hearing impairment started to enrol at LaFollete in 1974 for both aural/oral and total communication programs. Madison also started accepting nonresident students on a tuition basis in programs for the hearing impaired. These students had attended a state residential school for the years previous to enrolling in the high school program.

Programs for the hearing impaired students in Madison are now concentrated in elementary and middle schools that articulate with LaFollette High in order to provide services more efficiently in terms of staff time, provision of auditory training units, and accoustical treatment of classrooms. This concentration is an exception to the goal of avoiding density of any one categorical disability in one area of the city. However, students with hearing impairment who require only itinerant service or teacher consultation may attend the high school (or elementary or middle) in their residential area and are not required to attend LaFollette High or the lower articulating schools.

A longitudinal advantage yet to be realized in the integration of the hearing impaired is that, with programs now established in an articulating elementary school, many of their hearing classmates have acquired signing skills and easily communicate with them. As this population moves through middle school and into the program at LaFollette, presumably they will maintain this interaction with classmates of long standing.

The Moderately Retarded and Multiply Handicapped

The other exception to the appropriate density of a categorical group is the high number (35) of moderately and severely retarded/multiply handicapped students who attend LaFollette, with a similar number in two other high schools. Sixteen of the 35 live with natural, foster, or group home parents; three are residents of neighbouring districts who attend on a tuition basis; and 16 reside at the Central Wisconsin Center for the Developmentally Disabled.

The Center is a state residential institution with medical and research priorities under the control of the state Department of Health and Social Services and is located in the city. Because of a federal noncompliance suit charging that students of public school age were not being educated in the least restrictive environment and because the students were residents of Madison by legal definition, the district was requested by the state Department of Public Instruction to initiate a model program to provide approximately 100 of the school age residents with appropriate educational programs.

The Center students have been phased in during the last three years through the multidisciplinary team process and close liaison with staff at the Center. The greatest number of eligible students, i.e., medically independent during school hours, are of high school age. Admissions to the Center have now been severely curtailed and, as other living arrangements are created for this school age population -- since it is being demonstrated they can function in a public school setting -- it is anticipated that within five years their number in the Madison schools will be substantially reduced.

The state has supported the costs of this transition of students from the Center through use of state discretionary PL 94-142 funds.

9. INTEGRATION OF STUDENTS

Many teachers may be competent but the catalyst for success is the degree of enthusiasm teachers consistently exhibit in their daily functions. Because of its integrated model, Madison schools attract state, national, and worldwide visitors as professional educators and parents evaluate different models in searching for solutions to their own needs. The exchange of ideas from philosophical tenets to pragmatic resolutions are mutually beneficial and stimulating.

One group of administrators in process of desegregating a facility recently spent time with some of the special education administrative staff and then visited LaFollette High. Their comments upon departing were : "The discussion with administrators was what we expected, academic support of their programs and some good suggestions on how to make the transition. What really convinced us was seeing the integration at the high school and talking with the special teachers who honestly and enthusiastically discuss and support what they're doing. It's amazing to see the special students at home in the entire building."

A significant factor in the successful integration at LaFollette is certainly the overall support of the students by special education teachers regardless of the specific handicapping problems of the students. Monitoring has a divergent application and significance exemplified by the special teachers deliberately arranging their schedules so at least one is free every class period to attend to emergent student, staff, or parent needs without delay. They have recognized the strategic advantage of knowing all the special students, not just those on their own class list, so they can be responsive with inter-teacher consistency when situations arise requiring decision and action.

Full Time Equivalency in Special Class

The amount of time special education students spend in their self-contained classrooms is recorded in terms of full time equivalency. The percentages given in Table V indicate the amount of time students spend with special education teachers, the balance of the time being in integrated classes.

The data show that four emotionally disturbed students of 23 are self-contained completely but 17 are integrated at least 50 per cent of the time; learning disability students are well integrated with only seven of 78 self-contained more than 70 per cent of the day, another ten self-contained up to 50 per cent of the day, and the remaining 61 integrated at least 50 per cent of the day.

Students' time in adaptive classes is counted as self-contained since one of their teachers will be team teaching the class. This technicality accounts for the high number of mildly retarded students shown as 100 per cent in special classes.

One program feature not captured in the data in Table V is the integration possible within the special area. The categorical labels of students do not restrict their program options. When a student's learning needs indicate that a different instructional group will be more appropriate, this is negotiated. An "emotionally disturbed" student, for example, is programmed at a vocational training site and has his academic classes with "mildly retarded" students; a "moderately retarded" student is in an English class with "mildly retarded" students. Students at vocational sites for the retarded may have a range of handicapping conditions as heterogeneous groupings may be more advantageous in some circumstances and also more closely approach normalization.

Table V

THE PERCENTAGE OF TIME SPECIAL EDUCATION STUDENTS SPEND IN CLASSES TAUGHT BY A SPECIAL EDUCATION TEACHER

%	Emotionally Disturbed	Learning Disabled	Mildly Retarded	Moderately Retarded	Hearing Impaired
100	4	-	37	17	4
90	-	6	7	-	4
80	-	1	2	-	-
70	1	8	6	-	8
60	1	2	-	-	-
50	5	11	-	-	-
40	1	7	-	-	-
30	4	7	2	-	2
20	6	20	1	-	6
10	1	16	-	-	8
	23	78	55	17	32

Integrated Classes

The courses into which handicapped students at LaFollette High are integrated are shown by enrolment by categorical disabilities in Table VI, Physical Education; Table VII, Academic Areas; and Table VIII, Elective Courses.

Physical Education

Most students will be enrolled in a physical education class, either adaptive or regular, as the school has a graduation requirement of three years' participation in physical education. Some mildly retarded students, particularly post-graduates, are regularly out of the building on vocational training sites and may not include physical education in their schedule every semester.

One adaptive course is designed for students in the program for mildly retarded who are best served in an individualized class. Units include volleyball, basketball, football, swimming, weight training, bowling, baseball, and soccer. Usually five or six nonhandicapped students will also be enrolled in this class as the individualized instruction better suits their educational needs. A second adaptive class is designed for the moderately and severely retarded students with units including skill instruction in cooperative games, swimming, basketball, volleyball, bowling, floor hockey, and exercise. The physical and occupational therapists are supporting in the adaptive classes on a regular consulting basis or on request to assist in adaptations for individual students.

The physical education staff has worked consistently in cooperation with the special education teachers and therapists in building their adaptive program. However, less in reaction to his own contribution than to the impact on the school, one of the physical education teachers has commented that he has been most impressed by the positive reaction of most of the so-called "normal" students for whom he thinks that has been a valuable experience that could not be duplicated elsewhere in any other situation.

Teachers of the mentally retarded have been exceptionally supportive of the swimming classes in which their students are enrolled. It is not unusual to find three teachers and their aides in the pool with the students in order to give the individual attention desirable in swimming. The willingness of the staff, including the aides, to assist in the instruction has enhanced this program consistently.

Table VI

STUDENT ENROLMENT BY DISABILITY IN PHYSICAL EDUCATION CLASSES

	Emotionally Disturbed	Learning Disabled	Mildly Retarded	Moderately Retarded*	Hearing Impaired
Regular Class	17	59	7	0	13
Adaptive Class	1	3	31	35	8

* includes severely retarded also.

Basic Academic Areas

In the basic academic areas of English, mathematics, science, and social studies, the highest integrated enrolments are in reading and English courses, followed by social studies. In these areas the only adaptive course offered is in science for an elective in grades 10 - 12. The adaptive course is taught by a science teacher and a teacher of the learning disabled or emotionally disturbed. The content includes science topics relevant to daily life, concrete rather than theoretical and technical, and encompasses biological, physical, and earth science units.

Table VII

STUDENT ENROLMENT BY DISABILITY IN BASIC ACADEMIC AREAS

	Emotionally Disturbed	Learning Disabled	Mildly Retarded	Hearing Impaired
Reading/English	16	53	9	6
Social Studies	13	48	0	8
Mathematics	12	37	2	8
Science	13	14	0	5
Adaptive Science	1	13	1	0

Support for Academic Integration

Support for the integrated students is mainly by the special education teachers, each responsible for relating to one subject area. Contacts and consulting will be once a week at a minimum and may be oral or written. Depending upon individual student needs, the monitoring may be daily at first and then reduced as need decreases. Sometimes checklists are used to record performance in various aspects such as completing assignments, attending regularly, behavioural appropriateness, and academic progress.

The special teacher may suggest adaptations in physical arrangements, reading level of materials, testing and teaching strategies, and alternate audio-visual materials found effective with individual students before they actually enter the class. Careful preparation of this kind enhances the transition and increases the probability of success.

A LaFollette speech and language therapist feels that building a trusting and open channel of communication between the regular and special education staff is a necessity so that information concerning the student's learning style can be shared and problem solving can be a joint responsibility. She has observed that the integration process is most successful when the regular teacher is not professionally threatened by a student whose learning style is different and requires some modification in the presentation of content.

A teacher of the hearing impaired reinforced the necessity of careful preplanning for integration and ongoing support to the regular teacher and the student. She also commented that there must be the flexibility to discontinue an integrated placement that becomes detrimental to the parties involved. Her feeling is that one of the greatest advantages for the hearing impaired is that they develop positive, healthy self concepts by association with the nonhandicapped, while a healthy environment is provided for the nonhandicapped student to develop positive concepts of the handicapped.

A spokesman for the special teachers of the emotionally disturbed identifies the goal of reintegrating their students into a mainstream program as the most important ultimate goal, other goals being building peer relationship skills and helping to coordinate agency/family treatment goals. Most of these students are not in regular classes because of poor attendance and inappropriate behaviours and, when these problems are ameliorated by working with a network of teachers, parents, and involved community personnel, they then work toward reintegration in the regular classroom.

"In preparing the emotionally disturbed for a mainstream class, the special teachers try to match regular teachers with a student's learning needs, e.g., a male if the student does better with males; a disciplinarian for the student needing tight structure; or a smaller class with individual help available for other students. The student and the special education case manager must reach a clear understanding with the regular teacher in regard to expectations for the semester as these students have a much higher probability of success when such expectations are delineated," he explained. "Monitoring at a frequency level to maintain the student's sense of structure and support is most critical," he concluded.

Additional support in the basic academic areas is frequently provided by the reading consultants who will make materials available upon request in order to accommodate a range of reading levels. This service has been found especially valuable in social studies classes. Some hearing impaired students are assisted by notetakers or by one of three interpreters assigned to the building; some hearing impaired students need only tutorial assistance outside of class.

Enrolment in Elective Courses

Adaptive courses are offered in home economics, industrial arts, traffic safety, art, and business education. After completing an adaptive course, a student may consider electing a regular course in the area if his/her interest and achievement level indicate a high probability of success. After acquiring the basic knowledge and learning strategies in an adaptive course, many students have subsequently been successful in a regular course. In these five areas, a special education teacher will be monitoring individual students' progress in regular courses or team teaching in an adaptive course.

Enrolment in the regular and adaptive courses is shown by disability area in Table VIII. Two electives not indicated are three learning disability students who serve as aides in the IMC for class credit and one who has elected a foreign language.

Physical and occupational therapists are available on a consultant basis and, upon request, will assist in making adaptations in equipment, teaching techniques, positioning, and alternative projects. Interpreters and instructional aides provide daily support as needed in these classes and this support is most critical to the regular teacher in maintaining the integrated program.

An art teacher who has been highly successful with handicapped students admits that some days the only progress is five steps backward, but he further commented that handicapped students are like the rest of his students -- "if you expect only a little, that's what you'll get". "He extolled the cooperative spirit and acceptance in the school to support the handicapped population and the attitudinal change toward the positive as the program matures.

The adaptive home economics classes include mildly and moderately retarded, hearing impaired, and lower functioning regular students. This is one of the most successful examples of grouping students by functioning level rather than by a disability label. Skillfully managed by the team of regular and special education teachers, the instructional activities are motivating with easily identified cognitive, motoric, communicative, and affective objectives. An interpreter also assists in these classes.

A high number of learning disabled students choose one of the 23 regular industrial arts courses and 19 have chosen business education courses. Two nonhandicapped students are currently in the adaptive section of business education.

Modifications in the adaptive traffic safety course include increased time in the simulation driving laboratory, increased use of audio-visual materials, and modified teacher-made handouts. Currently only one nonhandicapped student is enrolled in the adaptive class.

Table VIII

STUDENT ENROLMENT IN ELECTIVE COURSES BY DISABILITY

	Emotionally Disturbed	Learning Disabled	Mildly Retarded	Moderately Retarded	Hearing Impaired
Home Economics	6	14	0	0	6
Adaptive Course	0	0	10	6	5
Industrial Education	14	54	6	0	6
Adaptive Course	1	0	6	1	5
Traffic Safety	5	5	1	0	2
Adaptive Course	3	8	10	0	6
Business Education	0	19	4	0	1
Adaptive Course	0	4	3	0	1
Art	7	14	8	0	3
Adaptive Course	0	1	6	3	1

Extracurricular Integration

Some special education students have excelled in the athletic programs, examples of which include (a) a college-bound varsity hockey player with a moderate/severe hearing loss who wears one behind-the-ear aid and is an excellent lip reader; (b) a profoundly deaf varsity squad gymnast who depends on sign language for communication, (c) a moderately retarded student manager for a freshman football team "who did some rather bizarre things", according to the coach, "but was accepted, understood, and encouraged by the team", (d) an emotionally disturbed student who made the first teams in football and wrestling, and (e) a mildly retarded student who made the wrestling squad.

LaFollette students have been participating in the Special Olympics during the last three years and will have between 15 and 25 athletes enrolled each season for basketball, gymnastics, track, or swimming. Leadership is provided by a teacher of the mildly retarded who has enlisted regular education students from the upper grades, along with some community volunteers, to assist in dressing, coaching and supervising the athletes. The interaction gives the special students some contacts with students about the school which also helps build a more sensitive awareness in the mainstream student body. The school newspaper reports on their prowess as it does on other sports events of interest.

Since participation in drama and journalism classes is prerequisite to major roles in school dramatic productions, writing for the school newspaper, or editing the school annual, special education students have not filled the highly responsible positions but a few learning disabled, hearing impaired, and mildly retarded have worked on the newspaper and annual staffs.

A number of service assignments in the school are performed by the handicapped and nonhandicapped. These assignments are deliberately rotated among the disability areas on a semester basis so no one assignment gets stereotyped as related to a specific disability. Positions of this kind include assisting in maintenance of the biology laboratory, office duties such as photocopying, duplicating, and distributing messages to staff mailboxes, and assisting in the IMC. Special education staff monitor their students and may initially teach to task when need is indicated.

In Madison Schools, the whole range of extracurricular duties such as coaching athletics and club and activity advisors are voluntarily assumed but are paid according to a schedule established in the teachers negotiated agreement. One teacher of the retarded coaches in football and baseball, a teacher of the emotionally disturbed coaches in basketball, and a teacher of the hearing impaired coaches in football and gymnastics. This participation gives them excellent opportunity for interaction with the nonhandicapped students and to be viewed as an integral part of the school staff concerned with the whole life of the school, not associated only with handicapped students.

Integration Objectives for the Severely Handicapped

From the preceding comments and data, it is obvious that the severely retarded and multiply handicapped retarded students do not appropriately integrate in regular classes nor in the adaptive classes except for their physical education. Their curriculum focuses on developing functional skills needed for their post school environments and is organized in the four domains of vocational, recreation/leisure, domestic, and community survival skills. A major portion of their time will be spent in community environments and vocational training sites, especially as they approach the final two years of their school enrolment. However, there are several program integration objectives for this group of students at LaFollette which can be identified. These objectives and a comment on progress in each follow.

They will attend a program in a public school that is age appropriate. Historically, this group attended a segregated facility with a 3 - 21 age spread, was located in an elementary school with orthopaedic services, or had an educational program in a state residential institution. Since they are chronologically of high school age, they now attend a public high school.

In order to maintain a normal visibility in the school, their classroom will not be segregated nor isolated from nonhandicapped students. With ramps, an elevator, and area connecting doors always in an open position, all facilities of the school are accessible to the fifteen students who are in wheelchairs and others with difficulty in ambulation. Teachers, aides, support staff, and other students may assist or direct them as necessary. Some wheelchairs are motorized which provides a further degree of independence.

Facilities of the school will be available to all regardless of their functioning level so there is opportunity for interaction with the nonhandicapped. The students move independently or with assistance through the halls to other classrooms, to the cafeteria, to the commons area, to the IMC, or to pep assemblies in the gymnasium. One assistant principal commented on the encouraging extent of mingling in the cafeteria where they are well received and occasionally helped in cleaning off their trays. He feels the handicapped are immeasurably helped in their socialization by observing normal models rather than just other handicapped, "although", he added wryly, "the models may not always be the best". The occupational therapist made similar comments on the unobtrusiveness of regular students eating in proximity to the special students without staring or making rude comments.

Off-campus experiences will be provided to enable them to participate to the extent possible in the life of the community. Community living skills have to be taught and because of their limited ability to generalize classroom instruction to the post school environment in which they will be living, a regularly scheduled instruction in community functioning and domestic living skills taught in the natural environment is an integral part of their curriculum. This includes a basic awareness level for some students who have not previously had this exposure and progressively independent functioning for all.

Instruction will be at least weekly at a variety of sites including shopping malls, restaurants, grocery stores, private homes or apartments, and recreational areas. The occupational therapist who may accompany them commented that members of the community frequently offer courteous assistance by holding a door open or speak to them with a friendly greeting. She senses a developing community awareness of handicapped persons and their needs as a result of these experiences.

Since a number of these students are also hearing impaired, the direct and consultant services of a speech and language therapist and a teacher qualified in both hearing impairment and mental retardation are a most valuable support to teachers and students in developing communication strategies and augmented communication skills for all the environments in which they function (Table IV).

Vocational experiences will be developed to enable them to achieve some productive level of service in the community, at least as a volunteer if not in competitive employment. The integration objective is directed at their future environments and long range possibilities rather than learning skills that are limited in value to their school environment. More than 40 training sites are available for this population. Most of the LaFollette students have off-campus experiences once or twice weekly at vocational sites such as churches for clerical and custodial training, club houses for custodial, a large downtown hotel for housekeeping, and a physics/electronics laboratory on the University of Wisconsin campus for industrial training.

For students functioning in the lowest 1 per cent of the population, vocational training has to depart from the traditional exploration of cluster areas and pre-vocational training appropriate to higher functioning students and provide instead the training necessary to learn how to perform in the natural work environment. This requires an aggressive yet tactful strategy to rid the general community of stereotypical negative attitudes that serve as societal barriers and to demonstrate that these students can perform tasks others are hired to do and they can well be integrated into the general community in diverse sites as opposed to being clustered in a sheltered workshop, a regression to a segregated facility.

LaFollette High has one teacher of the retarded (Table III) who works with the moderately and severely handicapped vocational program. She has had extensive experience and is highly skilled in vocational development for the developmentally disabled. She works with the classroom teachers and also with a central office based transition teacher whose function is to look after the transfer of the older students in the district-wide programs to their post-school environments by working with parents, employers, and community service providers. The therapists of the school also provide services in consulting or suggesting modified work and living environments.

The off-campus experiences are scheduled once or twice weekly; sites are being developed for those not yet involved. A limited number of clerical tasks are solicited from community agencies to be performed at school in a work lab and some custodial and laundry training is also done in the school. Ideally the students will soon progress to doing similar tasks in the community in order to acquire all the accompanying work skills necessary, such as managing transportation, elevators, hanging wraps, signing in, following directions of supervisors, interacting with other workers appropriately, staying on task, taking a break -- all those accompanying work skills which cannot be simulated in the school environment and generalised, along with inculcating values of the work ethic.

They will be accepted as part of the student body at LaFollette High. A teacher of the severely retarded considers the entire school community a part of a great learning experience where the multiply handicapped can see how other students behave, interact, and learn. Although her students will spend progressively less time on the school campus as they approach the age of 21, she commented on the opportunity provided for the regular education students to get an understanding of the life and activities of a multiply handicapped person, a first great step to nondiscrimination.

10. THE INDIVIDUALIZED EDUCATIONAL PROGRAM

Requirements

The essence of special education and basic to all student programming is the Individualized Educational Program (IEP) which is both federal and state mandated with explicit components to be included. As the LaFollette staff develop the IEPs, these are the requirements they keep uppermost in attention:

1. The IEP is formulated by teachers and other professionals who will be delivering programs and services to the students, the parents, and -- when appropriate -- the student. The case manager is responsible for the actual writing;

   Participation of the parents is a salient feature of the process and due process protection is incorporated in the laws;

2. The IEP objectives must be written from the goals set forth in the multidisciplinary team evaluation of the student and must be focused on the student as a learner to ensure individualization;

   Providers of direct, related, consultation, and support services must be identified with precision;

3. The IEP is written for one calendar year although objectives may be modified, changed, or added as the year progresses;

4. The IEP is a teacher's working document, an ongoing plan for student instruction and growth throughout the year. As teachers refine their skills in writing the IEP, its instructional utility increases;

5. Progress on objectives is noted systematically and is reported to students and/or parents by the teacher in a manner agreeable to both. Upon the anniversary date, a parent conference is held to review progress and set objectives for the new annual IEP.

Development of the IEP

At LaFollette High several methods of gathering information are used by various staff members in the process of developing the IEP. These may include (a) parent/teacher conferences, (b) parent/student/teacher conferences, (c) student/teacher conferences, (d) student needs questionnaires completed by parents or guardians, (e) special education/regular education teacher conferences, and (f) special education/special education teacher conferences.

A sincere effort is made to involve the parents so they participate as partners and do not feel they are only acquiescing in a program already formalized by the school staff. Parents of some students meet more than once to discuss the appropriateness of integrated courses for their child.

Development of Class Schedules

Following the delineation of student needs and the formulation of objectives, the student's school schedule is developed for the forthcoming school year with courses selected to meet the student's individual needs. The program may include regular education courses, special education courses in the student's disability area or special education courses offered by teachers of another disability area, and adaptive courses. Also available to most students are study periods in a resource center where work on particular academic skills is individually tailored for each student.

All high school students, including those in special education, have computer printed schedules indicating course name, course code number, credits, room number, teacher, counselor, and fees required. Special education schedules will also indicate a case manager who will be a special education teacher in the student's disability area.

Progress Reports

Student progress is reported regularly to students and their parents. Students receive frequent reports from their case manager and teachers on their progress. Reporting to parents may be written or oral and may occur daily, weekly, monthly, quarterly, semi-annually, or annually as arranged or needed. Since home and school cooperation is considered to be vital, maintaining communication is an extremely important responsibility of the case manager.

Parent Support Group

Even when parents are closely involved in the IEP development, some are unaware of the logistics of the regular school routines with which they must comply. Student election of classes for the following year will start in January. For some students it is difficult to anticipate needs that far in advance when success at the current level may not be a certainty, but this is a problem for nonhandicapped students, too, many times.

When children of some of these parents were in a segregated school of 150 students, computer scheduling did not apply. Now decisions have to be made within specified timelines in order to assure the desired classes although some adjustments can still be made during the summer. A parent support group for all disability areas was organized at LaFollette and meets monthly to discuss parent concerns, some of which relate to expectations of the high school and school policies which apply to their children.

CASE STUDIES

Eleven case studies will be presented briefly as examples of student programming and special support provided to specific students. Each case will include (a) the categorical program or primary disability, (b) interfering physical disabilities if significant, (c) courses elected, and (d) the special support necessary.

STUDENT 1: LL PROGRAM: Learning Disabilities

Regular Classes	Regular Classes	Special Classes
Homeroom	Construction	Resource Room Study
Math Fundamentals	Auto Maintenance	
Advanced Drafting	Physical Education	
English Skills		

Special Support

1. Learning disabilities teacher assists classroom teachers in curriculum modifications in content and language level;
2. Learning disabilities teacher will continually monitor her progress;

3. LL will receive daily assistance in the resource room in completing assigned work plus special instruction to develop reading, language, spelling, and math skills.

STUDENT 2: TJ PROGRAM: Learning Disabilities

Physical Problems: Cerebral palsy; confined to wheelchair.

Regular Classes	Adaptive Classes	Special Classes
Homeroom	Physical Education	Learning Skills
Science	Health	Language
U.S. History	Experiences in Art	

Special Support

1. Instructional aide assigned to him specifically for 5 hours/day to read course material and tests to him and to write for him; aide will also assist in mobility around the school;
2. Occupational therapy 2 hours/week (1 hour individual);
3. Physical therapy 2 hours/week (1 hour individual);
4. Therapy assistant 1 hour/week (group).

STUDENT 3: SS PROGRAM: Mildly Retarded

Regular Classes	Regular Classes	Special Classes
Math Skills	English Skills	Homeroom
Typing	Drawing	Social Studies

Special Support

1. SS's case manager or other special teacher will provide one-half to one hour/day in counseling to gain understanding of coping strategies, learning to make judgements and problem solve, and improving social skills;
2. Special teacher will consult with regular teachers to monitor language level and amount of work assigned to keep it commensurate with ability;
3. Regular classes will be monitored by a special teacher every week in every class.

STUDENT 4: LT PROGRAM: Mildly Retarded

Regular Classes	Special Classes	Special Classes
Homeroom	Math	Employment Skills
Auto Maintenance	Social Studies	Language Skills
Physical Education		

Special Support

1. Individual tutorial help in auto maintenance course for reading, writing assignments, and concept development;
2. Daily monitoring in auto maintenance course by case manager;
3. Counseling by special teacher in developing skills to chose positive peer models.

STUDENT 5: JK PROGRAM: Hearing Impaired

Physical Problem: Severe binaural sensorineural hearing loss; uses hearing aids in both ears.

Regular Classes

Homeroom
Math Fundamentals
Modern History
Language Skills

Regular Classes

Concert Chorus
Traffic Safety
Physical Education

Special Classes

Resource Room Study

Special Support

1. A notetaker and interpreter is provided 5 hours/day since he relies on lip reading and has well developed oral language;
2. JK will have tutorial help as needed in the hearing impaired resource room to improve written language, generalization skills, and independent study habits.

STUDENT 6: LS PROGRAM: Hearing Impaired

Physical Problem: Profound bilateral sensorineural hearing loss; wears binaural ear-level aids.

Regular Classes

Homeroom
US History of the West
Child Development

Regular Classes

Commercial Art
Geometry
Physical Education

Special Classes

English Language
Resource Room Study

Special Support

1. Sign language interpreter in all regular classes every day;
2. Daily tutoring by hearing impaired teacher in resource room to preteach and reinforce regular class instruction and to improve work study skills.
3. Speech and language is provided in the special English language class which is taught by a therapist and a teacher of the hearing impaired.

STUDENT 7: RC PROGRAM: Emotionally Disturbed

Regular Classes	Regular Classes	Special Classes
Homeroom	Construction	Self Awareness
English Skills	Physical Education	Advanced Life Skills
		Resource Room Study

Special Support

1. RC will use the resource room daily for study and tutorial help as needed from his case manager;
2. Counseling by a special teacher in developing coping strategies to deal with his interfering behaviours.

STUDENT 8: LL PROGRAM: Emotionally Disturbed

Regular Classes	Regular Classes	Special Classes
Homeroom	Everyday Science	Resource Room Study
Physical Education	Math Fundamentals	
English Skills	Advanced Physical Education	

Special Support

1. One hour/week counseling on an individual basis by case manager to deal with his frustrations, confusion, and mood swings;
2. Weekly monitoring of all regular classes for reading and language level of course content materials;
3. Highly structured tutorial assistance in the special resource study.

STUDENT 9: TL PROGRAM: Moderately Retarded

Adaptive Classes	Special Classes	Special Classes
Home Living	Homeroom	Community Skills
Industrial Arts	Leisure Skills	Related Studies
Physical Education		

Special Support

1. The speech and language therapist provides program for TL twice weekly for 25 minutes each in a small group session;
2. An instructional aide will accompany TL's group of five to seven students when instruction is off-campus;
3. An instructional aide is assigned to his special classes but not specifically for him.

STUDENT 10: BS PROGRAM: Moderately Retarded/Multiply Handicapped

Physical Problems: Spastic quadriplegic due to cerebral palsy; wheelchair.

Adaptive Classes	Special Classes	Special Classes
Physical Education	Homeroom	Leisure Skills
	Home Living	Community Skills
	Vocational Training	Related Studies

Special Support

1. Occupational therapy 2 hours/week (1 hour individual, 1 hour group);
2. Physical therapy 2 hours/week (1 hour individual, 1 hour group);
3. Therapy assistant 1 hour/week in group session;
4. Speech and language in two 25-minute sessions/week individualized for instruction in use of communication system with visual and typed printouts;
5. Health aide services as needed;
6. Classroom aide for her instructional group of three or four students but not assigned only for her.

STUDENT 11: JM PROGRAM: Severely Retarded/Multiply Handicapped

Physical Problems: Multiple congenital anomalies (Cornelia deLange Syndrome). Uses hearing aid.

Adaptive Classes	Special Classes	Special Classes
Physical Education	Homeroom	Home Living
	Community Skills	Vocational Training
	Leisure Skills	Related Studies

Special Support

1. Speech and language therapy in a group of two twice/week, 75 minutes total;
2. Occupational therapy 1 hour/week in small group;
3. Physical therapy 2 hours/week in small group;
4. Services of a health aide as necessary;
5. Instructional aide for 1:1 supervision in community programming.

SUPPORT AND RELATED SERVICES

For milder handicapping conditions, those disabilities that are not so visible, students will be rejected by others, usually those having difficulties of their own, more likely on the basis of unacceptable social behaviour than their learning difficulties. Developing appropriate social skills, learning to make friends, learning how to recognize social clues in the environment in which one moves in order to be accepted, learning self control, developing a positive self image, are all expressed in the individual student objectives for many of these students for these are the significant skills in the life space of any individual and which may be lacking or deficient in these students.

Psychological Services

To provide support to both handicapped and nonhandicapped in their acceptance of handicapping disabilities, a LaFollette psychologist has developed several programs which are appropriately mentioned in this discussion.

The establishment of strength groups of eight to ten students which meet once a week for ten weeks to help focus on individual strengths to improve self concept. A different student is highlighted each week with an exhaustive exploration of his/her strengths. Access to the group is by teacher nomination followed by a series of interviews with the psychologist to discuss the goals of the program and to establish the student's motivation and interest in joining the group. One group operates each semester and the students may be from any special education category or regular education. Learning disability students are most often served and seem to profit.

Similar strength groups composed mostly of students in regular education are established by practicum students in a graduate level psychology course. These groups are supervised by the psychologist but she does not participate in them.

Working with hearing impaired students to smooth integration into regular classes, mediate when teaching strategies appear inappropriate in any part of the student's program, or counsel in any life problems encountered by hearing impaired students. Students may be prompted to seek her help but frequently self refer.

Consulting with teachers when special education students have problems in regular education classes, such as becoming the brunt of teasing. By systematic observation in the class, consulting with the teacher, and establishing a strategy with the teacher, the psychologist is able to intervene where the case manager has neither the flexibility in schedule nor the competency to resolve the attitudinal problems of regular education students. Assistance is most often sought in situations involving students with emotional disabilities. The psychologist has the advantage of not being viewed as a part of special education by the student body in general which tends to make her intervention less stigmatized.

Serving as a facilitator in special education meetings when the staff is having difficulty identifying factors causing their distress. With consummate skill she is able to stimulate appropriate communication, provide relevant information, and repair psychic damage in situations which appear to threaten professional integrity.

Assertiveness training with a small group of learning disability students is one program she has tried and is not ready to try again in the near future. Her evaluation of this program is that the students found the concepts difficult, the language difficult, and the role playing difficult. Overall, the professional energy expended was too great.

Social Work Services

The social worker at LaFollette currently devotes about 80 per cent of his time to dealing with alcohol and other drug abuse. Teamed with a teacher of learning disabilities, he conducts a class of twenty students daily for each nine-week period to focus on self examination of chemical use, knowledge of community resources, intervention strategies, help for friends and family members, and personal rule-making. Students may sign up for the class through their counselor. Although class members are usually students who have emotional or learning disabilities, occasionally a mildly retarded student attends. The social worker commented that he and the teachers of the retarded have to look at that population more closely. His hypothesis is that when the mildly retarded students get involved, it is usually assumed to be "just poor judgement" but, in fact, these students may be just as susceptible because of other contributing factors in their home and social environments, and poor judgement cannot be identified as the only causative factor. Hearing impaired students as yet have not been much involved in these classes, probably because of concern over violation of confidence when too many adults are present. Involvement of hearing impaired students will require an interpreter. Having two adults in the class is tolerable; adding a third threatens to destroy their comfort level.

The social worker feels that the student body does quite well in its acceptance of handicapped students. He observed that the mildly retarded and the manual communicators among the hearing impaired are most likely to be ridiculed. He is alert to incidents of this kind as he moves around the school and intervenes as necessary. He thinks that generally the students are more tolerant when the disability appears greater, but they will put up with or ignore unusual behaviours. He mentioned with admiration how a star basketball player is followed around the school and questioned frequently by a physically small mildly retarded student; rather than putting him off, the ballplayer responds consistently in a friendly and appropriate fashion.

Occupational and Physical Therapy

As mentioned previously, the occupational and physical therapy services in the district were historically affiliated with the orthopaedic program and delivered as an extension of clinical services in that setting. Under current state and federal legislation, these services provided in an educational setting are now redefined as related services which are essential for the handicapped student to participate in an educational program. In the current integrated therapy model, the portion of the IEP which is the responsibility of the therapists will list the interventions designed to promote maximal independence in major life activities.

Based on ongoing assessment, service may be direct, consultative, or monitoring. Direct service means the therapist has the primary responsibility to achieve goals which are identified in the physician's prescription and defined in the IEP with services delivered on a regularly scheduled basis in an isolated setting or locations such as physical education class, cafeteria, or classroom. Most of the 34 students on the direct service caseload will receive their service in a nonisolated setting.

Consultation service focuses on the needs of the student in his educational environment. Staff will benefit from the therapist's professional knowledge, skills, and expertise and will carry out in the learning situation the program suggested by the therapist. Range of motion, for example, can be addressed in a clinical setting but more appropriately related to the functional skills of shelving books or shopping in a supermarket.

In many instances, the therapist periodically observes student functioning and performance to identify any further modifications or adjustments that could be beneficial. The monitoring process may be concurrent with the direct service or consultation service or it may be all that is necessary at any given time.

The physical therapist reported on integrating five multiply handicapped students whose sole means of mobility is an electric wheelchair. Early in the year several minor accidents occurred during passing between classes with the pedestrian student understanding and forgiving and the wheelchair student remorseful. All special education staff and some regular education staff worked assiduously with the students to improve their driving habits. The students had to learn that, just as on the streets, the pedestrian has the right of way. In some instances "driving privileges" were temporarily revoked for "irresponsible driving". The halls are now safe! The same pleased reaction and enthusiasm among peers and staff can be observed when a student gets a new wheelchair as when a nonhandicapped person displays a new car.

The Building Consultation Team

LaFollette, as most Madison schools, has formed a Building Consultation Team which serves as an advisory and problem solving body for the general school population to develop the most appropriate educational programs for students who are experiencing school problems and to propose options to best meet individual needs. Members of the Team are the psychologist, social worker, high risk caseworker, the counselor for any student whose case is on the agenda, and, as may be necessary, the nurse of special education support staff, with an assistant principal chairing the monthly meeting. When available information indicates the possibility of a disability and handicapping condition, the student is officially referred to a multidisciplinary team for evaluation.

The Department Chairperson

No description of the support system for the handicapped population at LaFollette is complete without a description of the special education department's Chairperson. High school Principals annually appoint a chairperson for each of thirteen instructional areas; special education is considered an instructional area. A Chairperson receives an additional 7 per cent of the teacher base salary (currently this amounts to $854) and, when a department exceeds eight full time teachers, the Chairperson is provided one period of release time daily.

A partial listing of responsibilities of this position includes assuming leadership in developing, executing, and evaluating an exemplary instructional program in the unit including objectives, materials, equipment, and activities at the direction of the principal and other consultants and administrators within the structure of the school district. Other administrators, in this case, particularly refers to the central office categorical program coordinators and director of special education.

The Chairperson is also charged with the responsiblities of teachers in teams, organizing team planning, observing and counseling members in improving teaching, assisting in organizing and implementing inservice training for teachers.

With the same status in the school as other departments, special education concerns are not considered in isolation but as part of the entire program when the Principal meets with his department Chairpersons as a group. This means that the special education staff is always knowledgeable about the concerns of other departments and is able to maintain a good perspective on the total functioning of the school as opposed to a total preoccupation with advocating for its own programs.

The present department Chairperson has been reappointed since 1975. While the position inherently has weight by role description, the Assistant Principal for special education thinks LaFollette has been exceedingly fortunate to have a highly qualified person in the position. This Chairperson is knowledgeable in the content areas, has the ability to organize and manage with short range goals and long term objectives well defined, and has highly developed skills in interpersonal relationships to establish and maintain rapport with administration, colleagues, students, and parents. With the ability to motivate staff to high levels of professional performance, the integration of handicapped students will succeed; where these characteristics are lacking in a department Chairperson, problems will occur with usually slower and more painful resolution.

The Program Support Teachers

Another support service, based in the central administration office of the categorical program coordinators is the Program Support Teacher. These positions extend the function of the coordinator in staff development, curriculum development, program improvement, problem solving, mediating with parents, student evaluations, transition of students, and serving as general liaison between the field and the central office to facilitate program process and management.

The Program Support Teachers for emotionally disturbed and learning disability programs each average about a day a week at LaFollette; a Program Support Teacher for programs for the retarded spends two days a week with the LaFollette staff or on work related to their programs. The other disability categories also have this assistance but with a lesser amount of time needed.

In general they serve as their position title indicates. They cannot be assigned to participate in teacher evaluations or to assume any function that is administrative by definition.

SUMMARY

Positive Forces Necessary

Integration of the handicapped at LaFollette High has required the strengthening of several positive forces: the professionally defensible over passive or overt resistance, the attitudinally positive over societal devaluation, and that which is educationally creative over preserving the status quo. Once an integrated service delivery model has been conceptualized, its success will depend on the degree to which the system takes ownership with open communication, cooperation, credibility, and a degree of professional risk taking. Regardless of the model, which may change in response to public policy that is never static, success will still be person dependent.

LaFollette Advances

Subjective evaluation by administration, staff and parents identifies several areas of significant improvement, namely in (a) acceptance of the handicapped students as part of the school population, (b) setting appropriate behavioural expectations, (c) modification of instructional materials, (d) team functioning, (e) interaction of regular and special education teachers, (f) assessment of student learning style, (g) development of appropriate IEP objectives, (h) professional credibility of special education staff, and (i) communication of objectives of special education.

The administrative leadership at LaFollette have been aggressive in their support and their attitude permeates the school atmosphere. When complimented on improvements, they admit to some satisfaction in progress but their stronger reaction is that they still have a long way to go as long as there is any negative expression toward the handicapped population by any student or staff member of the school.

Parents are generally pleased by the tone of the school although some parents of children who once attended a segregated facility are not yet satisfied by only a proximal integration and a high visibility in the school. Special teachers of those children are not satisfied either and constantly search for and initiate strategies to increase the interaction without jeopardizing the progress already made. For the most severely handicapped, interaction strategies have to be fostered where normal social interaction will be limited on a personal basis.

The professional staff and their program coordinators are aware of inservice needs to improve technology and attempt to meet the identified needs with the financial and temporal resources available. To paraphrase the poet, the professional reach is still beyond its grasp.

Comments from Regular Staff Members

Comments were solicited from several staff members at LaFollette who have contact with the special education students. Indicative of the genuine school support was their interest in being included in this descriptive study. Some statements have already been interwoven in the narrative and their comments have ranged from recognizing specific impact on their own teaching to the gestalt of the school experience. The substantive responses given here in conclusion are relevant and illuminating in their openness and personal expression.

A home economics teacher, mindful of the emphasis society puts on being perfect, feels that contact with children who are not physically perfect is a realistic experience for all involved and presents the opportunity to see fulfillment in life regardless of physical handicaps.

The chairperson of the business education department believes the integration of special education students has been successful because of the dedication of the staff working with them, along with a commitment of financial resources. As a teacher she has found the special education students "delightful, motivated, eager, able to learn, anxious to please, and so proud of their accomplishments". Teachers, she feels, must constantly evaluate their own teaching patterns to determine how best to be effective, "an enlightening experience for those of us who have many years of experience and have tended to make assumptions based on our experiences with regular students".

An English teacher echoed some of the same sentiments, explaining that she was now more aware of the whys of student problems and the hows of dealing with special students, all of which benefits regular education students who may have similar problems but aren't identified as special education students. She further commented on the mutually beneficial activities of regular students tutoring special students in reviewing for tests and doing written assignments.

A counselor who has been at LaFollette since 1969 and has watched the programs expand from a single class to the comprehensive services now available for special education students stated:

> My initial reaction when we expanded into the hearing impaired and moderately and severely retarded programs was that the severely handicapped students did not belong in a public high school but should continue to be in an institution. In the past few years,however, my opinion has changed. I have seen these handicapped students integrated into the cafeteria, participate in physical education classes, and participate in some school activities. The regular student body has accepted them and now very few people pay any special attention to them. I think this has been a good experience for our regular student body. Most young people do not see profoundly handicapped people very often,if ever. This experience has been educational for many students.

A reading consultant responded at length. This is part of her statement:

> Frequently when people discuss special education, they focus on all that is being done for students with special needs. They overlook the important contributions -- intangible but real -- that these students unknowingly share with all of us. Their persistent effort, their determination to overcome is a continuing reminder of the spirit needed to achieve in any venture. Their presence in our school stimulates a response of caring about others and a feeling of more compassion for those in need. We need these students to help us be more human, to stimulate us to care beyond ourselves. These qualities are in danger of extinction in our society.

An art teacher stressed the spirit of cooperation at LaFollette making for a good program, saying it's debatable, however, who benefits more from the integration, the special or regular students. He makes a point of visiting with special students outside of this classroom at every opportunity. As others have expressed, he comments that there has been a turnaround in receptivity among many of the staff and he feels the only difference between regular and special students' actions and reactions is the way the general population views and reacts to them. His final comment to the writers of this study proclaimed ownership completely: "These aren't just your students, these are our students."

V

NORTH EUGENE HIGH SCHOOL, OREGON
INTEGRATING ADOLESCENTS WITH SEVERE HANDICAPS INTO THE PUBLIC SCHOOL SYSTEM

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1. INTRODUCTION

Background

In 1975, the signing of Public Law 94-142: The Education for All Handicapped Children Act established both full educational opportunity for individuals with handicaps and the commitment to provide special services in "the least restrictive educational environment". With this sweeping federal legislation, all students, no matter how severely handicapped, were entitled to a free, appropriate public education in the setting that was least restrictive of their interactions with nonhandicapped peers. Prior to this, individuals with severe handicaps had frequently been excluded from public school programs, or been served only in state institutions or in special schools for handicapped pupils.

Professionals and families interested in the integration of severely handicapped students into regular education environments received both conceptual and regulatory support from the Education of All Handicapped Children Act. Major advocacy groups (e.g. The Council for Exceptional Children, 1979; The Association for the Severely Handicapped, 1980) have supported resolutions calling for the end of institutions' and other services' programs that segregate severely handicapped individuals from their nonhandicapped peers. The broad (through of course not unchallenged) consensus that severely handicapped students have the right to attend integrated schools is well expressed by Gilhool and Stutman:

> There is no cognizable reason under the statutes for handicapped-only centers, certainly not on the scale they now exist. If a child can come to a school at all, even to a self-contained class in a handicapped-only center, he can come to a self-contained class in a normal school. Any teaching technique that can be used in a self-contained class can be used in a regular school building. There are few if any legitimate teaching strategies which require the complete isolation of a child from

> interaction with other children, and the few such strategies that there may be apply to very few children and for very short periods of time (Gilhool & Stutman, 1980, p. 4).

Logic, ethics, legislation, litigation, research data, and demonstration efforts have all contributed to the evolution of this consensus position. The various arguments for integration of handicapped students in the United States have been clearly articulated and will not be repeated here (see especially Bricker, 1978; Brown, Branston, Hamre-Nietupski, Johnson, Wilcox, & Gruenewald, 1979; Gilhool & Stutman, 1978; Hambleton & Ziegler, 1974; USOE Response to Task Force on Deinstitutionalization of the Mentally Ill, 1979; Wilcox & Sailor, 1980).

Overview of the Present Approach

The present study focuses on the integration of severely handicapped adolescents into regular high schools. The study is undertaken as a systems analysis recognizing that change at any point in an education system has implications for activities at all levels in the system. Our study is of a single school system and the manner in which it has realized integrated services for even its most handicapped children. We have begun with an account of the initial decision to initiate programs for severely handicapped students in regular schools and the issues raised at that point in time. We follow with a description of the currrent operation of a class of severely handicapped adolescents in a public high school, and conclude with a discussion of the impact of integration on the behaviour, attitudes, and expectations of all those involved. We elected to focus specifically on the integration of severely handicapped adolescents for several reasons. First, in the literature to date, there has been more attention directed to the integration of preschool and young school-age handicapped children (e.g. Guralnick, 1978). Young children are generally regarded as more naive and tolerant than their adolescent counterparts, thus making the task of integration considerably easier. In the absence of either experience with, or advocates for, the integration of adolescents, the topic seemed to demand our attention. Second, since there exist few exemplary service models for severely handicapped secondary-age students, the opportunity to examine the role of integration in such services could not be ignored.

Our information comes from two primary sources: newspaper reports published at the time of the original integration decision, and interviews with individuals who participated in and have been affected by that system. We have a total of 18 hours of structured interviews with 17 individuals: parents, school administrators, both special education and regular teachers, students who attend schools with severely handicapped peers, and professionals and citizens from the community at large. Our decision has been to let these individuals speak for themselves. We have paraphrased common opinions and quoted from interviews or newspaper articles whenever possible.

Basic Concepts

Consistent with accepted professional usage in the United States, the designation "severely handicapped" is used to refer to individuals with severe delays (three or more standard deviations below the mean) in two or more areas of development. The term is noncategorical and comprises the traditional categories of moderate, severe, and profound mental retardation; multiple physical and/or sensory impairments; and autism. Students who are severely handicapped are also defined by a primary emphasis on functional life skills rather than academic content in their educational programs (Sontag, Smith, & Sailor, 1977).

Following Soder (1980), the present analysis differentiates various levels of integration. At the most basic level is *physical integration*. We use the term to refer to the location of a special program in a school building with regular education programs serving nonhandicapped students. *Functional integration* is used to describe situations where severely handicapped students and their nonhandicapped peers simultaneously use school facilities and resources. *Social integration* refers to regular personal interactions between severely handicapped and nonhandicapped students. Finally, *societal integration* refers to the extent to which severely handicapped students ultimately can work, live, and recreate with nonhandicapped citizens. Throughout the discussion, we use the term "secondary" to refer to students who are chronologically the 14-21 year age range. There are no performance criteria associated with the term; chronological age alone is the defining feature.

2. CHANGE PROCESS

In the fall of 1974, 17 moderately retarded children in the Eugene metropolitan area returned to school after summer recess. What was different this year was that they were enrolled in two regular elementary schools. Prior to 1974, all children classified as moderately, severely, or profoundly handicapped had no option but to attend a private school that served only handicapped children. Those children who were first moved from the segregated school into regular public schools were nominated by the teachers and administrators of the segregated school as those who would "most benefit" from integrated school programs. While parents of these children had been encouraged to place their children in the integrated programs, ultimately the choice was theirs. The students enrolled in these two classes were high functioning students whose parents obviously supported the integration of their child with nonhandicapped children.

The two integrated classrooms were actively supported by the administration of the segregated school, the Lane County Education Service District (ESD), and the State Department of Mental Health. This first step in integrating more seriously handicapped students into regular public schools went largely unnoticed by parents, school personnel, and the community at large. It was viewed, as are many new school programs, as an experimental program for a few students.

In December of 1974, the Lane ESD and the Mental Health Department began plans to integrate an additional 24 students into public schools in the following school year. This action triggered an intense emotional reaction from many parents, teachers, and administrators, and set in motion a system change process which has resulted in the integration of a large proportion of Lane County's moderately, severely, and profoundly retarded children into regular public schools. The following section outlines the education service system prior to the administrative decision to integrate, provides a description of the process that resulted in a county-wide commitment to the integration of severely handicapped students, and describes the procedures used by the Lane ESD to enhance the participation of students with severe handicaps in existing integrated public school programs.

The Existing Service System

From 1953 to 1973, the only local alternative to services in an institution for children with severe handicaps was a segregated school program. The school was the first community-based school in Oregon for children with mental handicaps, and had received national recognition. The curriculum was regarded as comprehensive focusing on a wide range of functional academic, self-help, and language skills. The staff utilized precision teaching techniques that were recognized as the "best practice" in instructional technology at the time. The program had broad-based support in the community with many of the school's services supported by donations from individuals and local service organisations. A number of community leaders, including state and county politicians, sat on the school's board of directors. During this 20 year period, the school had grown from a small program for 17 children to a school for 78 children.

In 1973, when legislation was passed requiring that local school districts provide financial support for the education of handicapped children, the segregated school assumed a major role in the educational service system in Lane County. While school districts quickly assumed direct responsibility for programs for mildly handicapped students, they were initially unwilling to establish services for more severely handicapped children and youth in the public schools. By contracting with the private school, school districts technically supported services for severely handicapped students without active involvement and without integrating existing school programs.

At a time when services in Eugene were segregated, nearly 80 per cent of the children classified as moderately, severely, or profoundly handicapped were being served in regular integrated public schools in other areas of the state. Lane County was one of the last areas where severely handicapped students were still being served in segregated facilities.

It is obvious that despite being somewhat anachronistic, the segregated school in Lane County was a strong organisation. It delivered effective services, and satisfied parents and public school districts. The administrative decision to integrate all handicapped students into the public school came from outside the local system and resulted in a confrontation between proponents of the segregated school and proponents of integrated school services. The following section describes the process which ultimately led to the commitment of local service providers and consumers to the integration of severely handicapped individuals into public schools.

The Administrative Decision

The joint decision by the Lane ESD and the State Mental Health Division to integrate 24 additional students was based on a history of statewide efforts by Mental Health to develop integrated programs for students with more severe handicaps. This commitment by the Mental Health Division to integrated educational programming was based on the normalization principle (Nirje, 1969). Integration was supported vigorously by the Oregon Association for Retarded Citizens, the Council for Exceptional Children, and the faculty of the major teacher training organisations in Oregon.

When plans to increase the number of severely handicapped children served in integrated public schools were announced, parents and administrators of the segregated school reacted very emotionally. The plan was construed as an attempt to close the segregated school and move all students immediately into public school programs. In contrast to the initial integration, this logical "next step" -- increasing the number of students in less restrictive settings -- generated three general types of concern:

1. That the handicapped children would be abused and mistreated by their nonhandicapped peers;

2. There would be a loss of services in the move to public schools;

3. Parental choice had been disregarded in the plan.

Abuse by Nonhandicapped Peers

By far the most frequently expressed concern of parents and professionals was fear of abuse by nonhandicapped children:

> "There's nothing more cruel than a kid. And if you put the retarded in among normal kids its going to be misery for them, that's all".
> "We have had many instances of our child being spit upon, and he's had rocks thrown at him".
> "I was afraid someone would treat her mean. She had always gone to the segregated school... she [is] secure in that setting".

In an attempt to clarify the integration proposals, the Mental Health Division, the Lane ESD, and the segregated program sponsored a series of public meetings to discuss the plan. Favourable testimony was offered by the Lane ESD administrators and building principals who had supervised the earlier integrated classrooms. Administrators assured parents that the frequency of "incidents" was very low. Teachers and parents from outside of Lane County also provided testimony supporting integration efforts in other districts. Despite these assurances, several parents stated publicly that they would move out of Eugene to avoid placing their child in what they viewed as a potentially harmful environment.

Loss of Service

Many parents also expressed concern about the potential loss of service in the move from the segregated program into public schools. There had, in fact, been some loss of support services such as speech and language therapy for the first group of seventeen students who moved to regular public schools. For those parents who had moved to Eugene to gain access to the services offered by the segregated school, that loss of service was indeed distressing.

Their concerns were probably exacerbated by remarks by the director of the private school about future services for severely handicapped students:

> "All these people will need -- on a lifelong basis -- somebody who looks after them. They will never be able to live independently... I am convinced that the public schools will do their utmost to do a good job, but as years go by, I believe less and less attention will be given to them, and they will fall between the cracks".

Fears persisted despite assurances by the Mental Health Division and the Lane ESD that per pupil reimbursement would be the same in either setting. Other parents supported integration efforts saying that loss of some types of services was more than compensated for by access to libraries, gymnasiums, music specialists, and other resources of the regular public schools.

Parental Choice

In addition to concerns over resources and student abuse, parents were especially distressed at the lack of parent participation in the planning process. During an emotional public meeting one parent stated:

> "No one came to me and said 'this is a better program' or 'this is a better way to do it'. No one came to show me statistics".

Another responded:

> "Things are moving too quickly without the proper planning".

In fact, the public school specialist for the severely handicapped program admitted that "I haven't done my homework... in taking the initiative to see that all parents in Lane County are informed". One state representative from Eugene went as far as to introduce a bill in the state legislature guaranteeing parental choice in selecting service programs for their severely handicapped sons and daughters.

Parents became suspicious about the reasons for Mental Health and public school support for the integration effort. One parent stated:

> "Basically what was behind the whole thing is money. Of course it was couched as what is best for these children".
> "The debate may have focused on retarded children, but dollars are the crux of an emotional controversy..."

The controversy over integration was so great that it affected the entire community. In a four month period, the local newspaper had 15 articles focusing on integration, including several front page stories. The attitudes of many groups in Eugene were captured in the newspaper headlines:

> "Its going to be misery for them."
> "Retarded caught in controversy."
> "We've been through the pain; we've been through everything."

Public meetings drew crowds of up to 150 people, including state level politicians and representatives from the Association of Retarded Citizens. The public debate ended when the Lane ESD board established a Working Committee of parents, teachers and administrators representing both the segregated and public school programs to develop a plan to resolve the integration issue.

After two months, the Working Committe developed a set of recommendations which were later adopted by the Lane ESD board. These recommendations included:

i) Continued support of the segregated school by Lane ESD as one service option for severely handicapped students in the area;

ii) Systematic integration of more students on scheduled timelines;

iii) Parent preference as the ultimate criterion of a student's placement into integrated programs, and

iv) Systematic efforts by Lane ESD staff to inservice nonhandicapped students and regular staff of schools that would house the classrooms for students with severe handicaps.

These recommendations provided the basis for later efforts to integrate severely handicapped students into public school programs. Currently, 146 of Lane counties 169 students who are severely handicapped are served in age-appropriate classes in the public schools. The 23 students who remain at the segregated school do so by parent choice. Despite the local evidence that severely handicapped students are not victimized in integrated settings nor are services diminished, a small set of parents have chosen to keep their children in segregated programs.

Implementation of Integrated Programs

Following the recommendations of the Working Committee, the Lane ESD began to develop integrated programs for more students with severe handicaps. Programs were first developed at the elementary level; only later were classes in junior and senior high schools initiated. The principal reason for this two-phased approach was the assumption by ESD administrators and teachers that elementary school staff and students would be more receptive to having severely handicapped students integrated into their programs than would staff and students at secondary schools. Beginning with the original two public school classrooms in 1974, the program has grown by an average of two classrooms per year.

After dealing with the initial barriers to integration, the principal concern became the development of more or less "neighbourhood" programs so that students did not have to travel extreme distances to school. Three geographic regions were informally developed, each with classes at a senior high school, a junior high school, and one or two elementary schools. This structure was developed to reduce travel time and to provide a consistent system of school programs for the students in their own neighbourhood.

As new classrooms were established, each special education teacher was encouraged to provide inservice training to all regular education staff and to implement strategies that would increase interaction between handicapped children and their nonhandicapped peers. Some of these strategies will be discussed below in more detail.

The expansion of integrated public school programs and the simultaneous reduction of the segregated school program speak strongly for the perceived benefit of the system change that occurred in Lane County. In recent interviews, several parents of children directly affected by the shift to integrated services characterize their feelings about the change.

> "My children have benefited more than if they had stayed in a segregated situation."
>
> "Being put in a large (high) school... I thought he might get lost in the shuffle during class changes or lunch time, but there were just no problems."
>
> "She was successful, made a lot of friends, and was never ridiculed or anything."
>
> "Ridicule wasn't evident. I was really overwhelmed and amazed at how receptive the other kids were... I thought it was a positive experience for all of them."

3. THE INTEGRATED SITE

North Eugene High School (NEHS) is one of six high schools in the Eugene metropolitan area. It is located in a light commercial and residential area. The business district around this high school has flourished as a result of continued housing development. Grocery stores, department stores, restaurants, and banks have been established in two nearby small shopping malls. The County's mass transit system has a stop directly in front of the high school building. The residential areas around NEHS consist of tract housing with a relatively homogeneous middle- and lower-middle class population. Parents of NEHS students are typically skilled labourers, craftsmen, or middle management personnel.

NEHS offers a number of career tracks for students, including college preparation, business, electronics, welding, woodcrafting, and auto mechanics. It supports ten separate departments including Math, English, Home Economics, Business, Social Science, Fine Arts, Industrial Arts, Graphic Arts, Physical Education, and Special services. Fifty-three teaching faculty form the core of a 90 member staff. The high school is administered through a departmental model with department chairmen acting as liaisons between the central administration and teaching staff.

The school currently serves 1 000 students grades 10, 11, and 12 who range in age from 15 to 18 years. The majority of graduates go on to attend two-year technical schools or seek employment upon graduation. Less than 30 per cent of the students matriculate at four-year colleges or universities.

The Basic Skills Class at NEHS serves ten students with severe handicapping conditions. Students range in age between 15 and 21 years, and live in the school neighbourhood or reside in the outlying rural areas within the NEHS service boundaries. The IQs of the students in the Basic Skills class range from "non-testable" to 40 as measured by the Stanford Binet or WISC-R. In addition to their retardation, all ten students have obvious delays in language. Three are non-verbal, two are hearing impaired, and one is severely visually impaired.

The class at North Eugene High School was initiated in the 1978-79 school year. The initial teacher of the class held certification and a master's degree in special education and had two years of teaching experience in another district. After two years with the class, he went on leave to pursue a doctoral degree. The present teacher is 26 years old and in his first year of teaching. He, too, holds certification and a master's degree in special education. Two classroom aides have left because of pregnancy. The current classroom aide is a 19-year old graduate of North Eugene High School in her first year of employment. She had been a peer tutor in the Basic Skills Class for two years prior to graduation.

In addition to the teacher and aide, the students have access to a speech and language specialist and an adaptive physical education specialist, each for three hours per week. These specialists serve primarily as consultants to the classroom teacher in the development and monitoring of instructional programs.

4. CURRENT STATUS OF INTEGRATION AT SITE

Increased interactions between handicapped youth, their nonhandicapped peers, and the community at large do not seem to occur without planned interventions and concerted efforts by all involved. In too many programs students with severe handicaps come in through the back door of the public school in the morning and leave through the same door in the afternoon, experiencing little or no contact with their nonhandicapped peers. The following section describes strategies implemented to facilitate integration in the NEHS setting. The discussion is organized around the four levels of integration delineated above (Soder, 1981).

Physical Integration: Proximity to Peers

When the class for severely handicapped students was established at NEHS in 1977, building and program administrators selected a classroom that they judged would be maximally appropriate for severely handicapped students: the room was close to bathrooms and near the back exit of the school where the school bus would stop. Though in some ways convenient, the location of the classroom presented some distinct problems. The out-of-the-way location reduced the amount of student traffic near the classroom and consequently limited the opportunities for informal contact between severely handicapped students and their nonhandicapped peers. In addition, the hall and area immediately outside the classroom was where a group of students typically gathered to smoke cigarettes and listen to radios. These students represented a somewhat deviant group and had low status in the social structure of the high school. The proximity of these students to the classroom of the severely handicapped students had a significant negative impact on the status of the handicapped students.

After one term, the teacher persuaded the Principal to move the class to a room in a more central and desirable location. In the new location, student traffic is always heavy. The classroom is in the midst of the math complex, and close to both the cafeteria and student lounge. Severely handicapped students are, literally, in the centre of things at NEHS and have the opportunity for many natural contacts with nonhandicapped students in the course of a school day.

Functional Integration: Utilizing Existing School Facilities

Students in the Basic Skills Class use virtually all the facilities in the high school at times when they are in use by the rest of the school population. Students participate in regular lunch periods and operate on the regular school schedule. Severely handicapped students are typically seen in the cafeteria, school snackshop and store, the lounge/study hall area, the gym, library, nurses office, shop and home-economics areas, and administrative offices.

Access to these environments, of course, presented a new set of teaching demands. Appropriate use of school facilities quickly became part of the curriculum. Students had to be taught to buy snacks at the school store, use vending machines, buy lunch in the cafeteria, and so on. It is important to stress that students were taught these activities even though they had major deficits in academic and social skills. Students did not have to "qualify" to use school facilities by first mastering certain "prerequisite" skills. Instead, they were taught in the natural performance environment those activities that would become, for them just as for other students, part of their daily routine. The need for skills which are typically assumed to be prerequisites for performance in these settings (i.e. reading and math skills) was reduced through the use of alternative performance or partial participation strategies. All students were provided training which would maximize their access to normal activities and settings.

In addition to using all the non-instructional environments of the high school, some of the students participate in classes that are part of the normal curriculum offerings, including physical education, woodshop, and home-economics. Integration into regular classes typically involves an individual handicapped student or a group of two or three who participate with the support of an aide or a peer tutor.

As of this writing, the severely handicapped students at NEHS spend between 50 and 100 per cent of their day in integrated settings in the school and the community.

Social Integration: Personal Contacts

The physical location of a special education class on a regular school campus does not automatically ensure contacts between handicapped and non-handicapped students. The teacher at NEHS structures many situations during the day for these contacts to occur.

One very effective vehicle to increase interpersonal integration is a peer-tutor program. In addition to establishing personal contacts between the students, a peer tutor program provides an increased number of instructors. Each term, a class for peer tutors is offered. Nonhandicapped students learn about the program through a variety of methods including daily announcements to the student body, bulletin boards, the school newspaper, or through school counselors who are familiar with the program. Students must formally apply and interview for peer tutor positions. Often, the teacher will select students that are considered "popular" in the school to give the class a high status within the school. Peer tutors are first trained by the teacher, then scheduled to work on a variety of instructional activities both in the school and the community. Tutors are evaluated on a regular basis, receive follow-up training when necessary, and are graded at the end of the term.

In winter of 1982, the TMR classroom at NEHS had 9 tutors who worked daily in the classroom. These students were from all grade levels and include both high achieving, popular students and students who needed non-academic credits for graduation. The peer tutors are involved in all aspects of instruction. They instruct small groups in the classroom, run programs with one or more students in a community setting, keep instructional data and program files up-to-date, and develop instructional materials.

An obvious benefit of a tutoring program is that instructional time for the student with handicaps is maximized by having access to more staff resources. In addition, the program provides a support network for the integration of the handicapped students within the building. The handicapped student can greet other students by name when going down the hall and has more opportunities to socialize with nonhandicapped peers. Peer tutors often become advocates for the students and will intervene if they see a handicapped student mistreated. They also function to correct regular students' misconceptions about the students with handicaps.

Another project that provides for structured opportunities for social interaction is a fund-raising project jointly sponsored by the Basic Skills Class and the school wrestling team. Both the handicapped students and their nonhandicapped peers collect all the recyclable paper in the school, sort it, and sell it to a recycling plant. Profits from the work are shared between the special class and the wrestling team.

Participation in regular classes also provides opportunities for social contacts between handicapped and nonhandicapped students. Those situations where nonhandicapped peers can witness the severely handicapped student as a competent peer seem especially effective. For example, regular students have been surprised to see handicapped students operate complex machinery in industrial arts classes.

Social integration does not automatically result from the simple physical integration of severely handicapped students but is a function of structured opportunities for social contact. After some contact in more structured settings, more natural interactions in hallways, cafeterias, and other school environments seem to occur spontaneously.

Societal Integration: Access to Community and Opportunities for Normal Adult Functioning

The goals of secondary programs for severely handicapped students are productivity, independence, and participation. *Productivity* refers to an individual's economic contribution to his or her community. Achieving this goal requires that school preparation includes the development of locally saleable job skills. *Independence* is a relative goal. While there is not the expectation that, even with the best schooling, all individuals with severe handicaps will become entirely self-sufficient, school programs should seek to reduce dependence as much as possible by training activities that support community living. *Participation* refers to integration of handicapped individuals into the on-going activities of the community. This goal quite naturally requires that adolescents with severe handicaps experience the opportunities and demands of their communities.

In attempting to achieve these goals, the program at North Eugene High School made dramatic changes in what is taught, where training occurs, and who is responsible for structuring performance opportunities. The NEHS program derives the students' objectives from the requirements of post-school environments. The content of instruction is organized into three broad domains (vocational, personal management, and leisure) which describe the major categories of adult performance. All students have goals in each domain. The program emphasizes training in the home and community in addition to the school classroom. Rather than expressing instructional objectives as the acquisition of isolated skills, goals are stated as larger "activities". An activity is a complex chain of behaviour which, when performed under natural conditions, results in a functional effect. The difference between traditional skill goals and activity goals are illustrated in Figure 1. Rather than performing in contrived instructional environments, students instead perform in response to natural cues in non-classroom environments. Some of the community environments where students receive training are described in Figure 2. Providing instruction outside the classroom in both schools and community environments, and students' participation in the routine activities of the school (i.e. lunch, breaks, assemblies, using lockers) results in numerous opportunities for interaction with nonhandicapped peers.

The teacher has weekly phone contact with the parents of students in the class to offer assistance with programs set up for the home and to remind parents to provide their son or daughter with performance opportunities at home and in the community. When a student turns 18 years old, the parent-teacher conferences begin to include representatives from adult services programs who are instrumental in developing both future community living and employment situations.

Both the instructional content and the daily operation of the classroom are designed to maximize the performance of work, independent living, and leisure skills in the local community.

Figure 1

ILLUSTRATIVE INTEGRATED EDUCATIONAL PROGRAM

Isolated Skill	Activity Goals
Given any price tag less than $15, Jason will count out bills and coins to equal that amount. Martin will match pictures/line drawings/rebuses to functional objects (e.g., clothing items, food items, classroom materials).	Tom will demonstrate the ability to shop at three different supermarkets: Safeway (2427 River Road) U Mart (416 Santa Clara St.) Fred Meyer (3000 River Road) for up to 15 specific brand grocery items. Picture cards will be used as the grocery list. Performance includes travel to the store, selecting items, paying for the purchase using a next-dollar strategy, and transporting purchases back to school.
Ben will learn to sign 25 functional word phrases (e.g., hamburger, milk, fries, I want, thank you) or request. Bianca will improve self-care skills in the areas of eating and meal preparation. Michael will independently cross uncontrolled intersections during low traffic periods.	Joe will use a communication notebook to order lunch at two fast food restaurants (McDonald's, Arby's). Performance includes travel to the restaurant, entering, waiting in line as necessary, indicating desired lunch (sandwich, beverage, fries, dessert), paying for using a next-dollar strategy, transporting food to table, eating, clean up and return to next activity.
Cindy will name/locate female body parts. Bob will demonstrate mature catching and throwing patterns using a variety of sizes/weights of balls. Diane will demonstrate appropriate use of make up. Jackie will independently wash her hair once a week.	Susan will use the YMCA twice weekly after school. Performance includes travel to the "Y", locating the correct locker room, finding a locker, changing clothes, using the weight room at least ten minutes, using the sauna, showering, dressing, and traveling home.
Bill will increase his understanding of areas of career interest relevant to his vocational potential. Matt will improve the social and communication skills needed for community vocational functioning.	Dan will participate as a member of a work crew responsible for after school clean up. Performance includes arriving for work on time, greeting co-workers, putting on appropriate clothing, independently completing jobs designated by activity cards, changing out of work clothes and returning home on designated bus.
Jeff will improve and maintain fine motor skills, bilateral coordination, spatial orientation, and equilibrium. Rob will increase his vocational skills and abilities. Allen will demonstrate an increased awareness of work values.	Tom will participate in the Food Service Program at the Erb Student Union. Job cluster includes bussing tables, washing dishes, washing pots/pans, and shelving clean dishes/pans. Training will monitor social interactions, speed and quality prompts, and performance according to schedule.

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Figure 2

COMMUNITY TRAINING ENVIRONMENTS

Leisure/Recreation	Personal Management	Vocational
Bowling Alley	Supermarkets	University Student Union (cafeteria-style restaurants)
Fast Food Restaurants	Grocery Stores	Eve's Buffet (restaurant)
Public Swimming Pool	Bank	Nursery
Track Field	Laundromat	Sizzler (restaurant)
Roller Rink	Department Stores	Commercial Laundry
Recreation Center (video-games)		

5. IMPACT OF INTEGRATION

The process of integrating severely handicapped classrooms into regular school buildings throughout the district has had a significant impact on all those involved. The effects on regular education students, staff, and administrators, special education staff, and families are described below.

Building Staff and District Administrators

Among the group affected most by the integration of severely handicapped students are building-level staff and administrators. Among the potential areas of impact are changes in the distribution of school resources, in attitudes towards severely handicapped students, and in staff roles to accommodate the severely handicapped students. These issues focused interviews with both administration and staff at North Eugene High School, and are summarized below.

Distribution of school resources. In general, the staff of North Eugene High School expressed no concerns over the allocation of resources to severely handicapped students. Their attitudes are well represented by the following comments.

-- "I haven't had to take any special steps to adjust to these kids... they're just like every other kid." (Regular teacher)

-- "Every student has a right to an education and opportunity to participate in the program... I have the same responsiblity to them as I do to any other students." (Industrial Arts teacher)

-- "Utilizing regular teachers increases the success of integration." (Math teacher)

-- "If there is a kid in a wheelchair or a kid with Down's Syndrome whose hand is a bit small, I may have to make some adjustments in how they use the saws and so on... like a different holding device... but nothing major." (Industrial Arts teacher)

The support of the Building Principal is critical in the overall integration effort since it is the Building Principal who controls the allocation of space within the school. Including a class of severely handicapped students in the regular high school requires that space previously assigned to regular education programs be re-allocated to special education. If this re-assignment is not handled appropriately, there is the risk of hostility on the part of regular educators toward the special education teacher and students. The Principal plays a critical role in facilitating participation in regular class programs by severely handicapped students. The position of the Principal at North Eugene High School on these and other issues is clear:

-- "I didn't feel there were any more problems than if you were adding another class to the English department... you've got to have a space, and make sure kids get back and forth on some kind of schedule."

-- "I would recommend as central a location for the classroom as possible... it shouldn't isolate them or reinforce the traditional society image that they belong way off in the corner... Put them in a visible position to show they are there to learn and get help..."

-- "Any additional cost in resources is worth it for two reasons. It's healthy for handicapped kids -- they're going to be dealing with non-handicapped people for the rest of their lives. I think the bigger advantage is that a community of 1000 kids get the opportunity to be with these (handicapped) kids and learn to deal with them. Then when they deal with them in the community they'll have an awareness... It's important that you have two-way integration."

Changes in staff attitudes about severely handicapped students. Almost all the staff at North Eugene High School indicated some initial skepticism about the integration of severely handicapped students:

-- "We had some concerns and questions about how to deal with these kids when there are discipline problems, how to communicate with them, where to locate the classroom. The concerns were based on our ignorance and inexperience with these kids..."

Despite the initial concern, staff attitudes toward these new students changed rapidly. The following statements reflect the attitudes of both the staff and students in the school.

-- "The regular students and myself have benefited... I'm sure the experience of being with those students and realizing they learn has helped a lot".

-- "We're going to be living with these people as adults. We're going to be working with them and we need to learn to accept them."

-- "I think it's a good situation. It's good to have that opportunity... I've noticed that even the other kids have gotten so they treat them as one of the group and don't point them out as being something different..."

Changes in roles and responsiblities. The staff of North Eugene High School did not indicate that their roles as teachers or administrators had changed significantly as a function of the integration of severely handicapped students. The changes they did identify did not centre on an increased workload or inconvenience, but rather on their responsibilities to facilitate interaction between handicapped and nonhandicapped students.

-- "The thing that has become important for me, as a Principal, is the modeling of interaction with these kids so the other kids and staff see it's okay to interact with them."

-- "The buddy system fascinates me. Maybe they need a buddy who will work with them in a class, or a buddy to take them to the ball game. That would be a good thing for the lettermen (student athletes) so they could become part of that group."

-- "We need to do more of what you've done by breaking them up... instead of herding them in a small group to an assembly or lunch break them up, spread them out, and try to mix them in with the other kids as much as possible." (Math Teacher)

-- "When aides first came in to help these (severely handicapped) kids in shop class, the aides would go sit right by them. I've had to tell a couple of them not to do that... the aides should spread out and help other (nonhandicapped) students so they won't brand the handicapped kids." (Industrial Arts Teacher)

-- "Encouraging regular kids to be peer tutors is probably one of the best ways (to facilitate integration). Those kids have an opportunity to tell their friends what the handicapped kids are really like." (Math Teacher)

The staff and administration at North Eugene High School are unanimous in their commitment to the school integration of severely handicapped students. Their understanding of the need for increasing contact between handicapped and nonhandicapped students is summarized by their principal:

-- "The socialization process is the number one reason why you integrate kids... The academic things could be done in a box, but if there are no people around the box it won't matter, they won't make it."

Regular Students in the High School

A frequent argument for integration is that it benefits both handicapped students and their nonhandicapped peers. Not only do handicapped students have appropriate role models, but nonhandicapped students become more tolerant of human variability and more compassionate individuals. Some students at NEHS provide a strong testament to this argument:

-- "At first I thought you couldn't teach them how to do the basic things but now I realize that they do learn and that it's worth your time."

-- "I think I changed a lot for the better. I used to feel sorry for handicapped people; now I don't."

Through peer-tutor involvement, lectures, and extra-curricular involvement some nonhandicapped students have become advocates for their handicapped peers:

-- "They need to be exposed to normal situations... There is no reason they should be different... or miss out on the things that I would get."

-- "I'd like to see them get jobs, even if it's a dishwashing job or something... I'd like to see them out there working with the community rather than stuck at home or in an institution."

Nonhandicapped students who work as peer tutors in the classroom view the integrated school setting as an opportunity for their not-so-enlightened schoolmates to change their attitudes:

-- "It gives the handicapped students a chance to work with the normal kids and gives the normal kids a chance to see what TMR students are like. Instead of thinking... "Oh, they're retarded... go away," school gives us a chance to get used to each other here."

-- "Nonhandicapped kids are sometimes afraid to interact or talk with them. It would be worth the time to try and get kids to come in the classroom... Slowly fade them in and have them meet and talk with each other once in a while."

Initial parental fears that their handicapped children would be a target for ridicule and attack by nonhandicapped adolescents have been unfounded. Instead, integrated settings seem to promote advocacy in some students and greater acceptance in others.

Teachers of Severely Handicapped Students

Working in an integrated public school rather than a segregated setting changes teachers' perceptions of their students, their expectations for them, and their own role definitions as well. One teacher who had worked in the segregated program before taking a job teaching severely handicapped students in a large public high school described the effects of integration:

-- "The biggest change in being in a public environment is maybe with the staff. I felt I was being mainstreamed... I thought at first that I would miss the support that I had in the (segregated) center - having the other teachers around who where doing the same thing. But the (regular) teachers here have been very supportive. They view it as an opportunity for their own students to learn."

Integrated school environments help the special education teachers maintain a perspective on what is socially acceptable and age-appropriate behaviour. In a segregated setting, teachers may come to regard "retarded" behaviour as "normal". They lose sight of what would be acceptable or unacceptable in the community at large.

> -- "I found that there were behaviours that I simply would not tolerate here... they seem so incredibly out of place -- behaviours that I didn't even notice (in the segregated setting)."

> -- "Probably the greatest influence in changing my expectations was becoming more in tune with how 17-year-olds really behave."

Another aspect of integration that has had considerable impact on teacher performance is the expanded range of teaching opportunities.

> -- "In terms of social skills, there is a lot more opportunity for teaching since there are so many more other students and teachers present than in the segregated school."

> -- "You have the interactions available to you without having to create them... you have cafeteria people, snack shop people, office people, store people, peer tutors... you have all these people who had not necessarily have had experience with handicapped individuals before... you don't have to go looking for them."

> -- "Integrated settings by themselves don't necessarily increase functional performance. They provide an opportunity for that kind of instruction to occur. There is such an increased opportunity for interaction with the community."

Tied to this increase in teaching opportunities is a change of teacher expectations for their students.

> -- "My expectations have changed in the four years that I have taught. I started out saying things like 'Kids need to be in the community when they graduate; and what that meant to me was that they would have a group home and have access to work activity centres. Now I think there should be a wider range (of service options): a majority of TMR students should be competitively employed in some capacity, and should have a range of options for residential services... My expectations have changed from very narrow views about the kinds of service delivery that should be available to a much wider range."

> -- "In general, my expectations are that they will behave like anyone else their age... that they will graduate and go to work."

Changes in the role of teachers and related service personnel have also occurred as a function of integration. With a heavy reliance on peer tutors, teachers spend more time as tutor trainers and correspondingly less time in direct contact with their severely handicapped students. Teachers also spend more time identifying and developing community-based training sites. Ancillary staff, such as adaptive physical education teachers and speech-language therapists, now travel to 12 classes in 11 different buildings to deliver their services:

> -- "In a segregated setting there was more cohesiveness for ancillary staff. Now 98 per cent of the people in the building don't know us."

-- "There were times when I missed the support I had in the centre (from other special education teachers)."

From a staff point of view, the gains that come along with integrated school setting clearly seem to outweigh any of the disadvantages.

Parents and Families

Including severely handicapped students in integrated school programs did affect parents. While parents report that integration did not cause great disruptions in their roles as parents or in the family structure, they did identify effects on their attitudes concerning the value of integration for their child's current and future life. Though parents differed in their initial enthusiasm for integration, in retrospect most agreed that the experience has been a positive one.

While some parents did describe instances of their children being ridiculed, they also recognized that nonhandicapped children have similar experiences. In fact, most felt that these experiences had provided their children with opportunities to learn to deal effectively with the nonhandicapped world:

-- "They had come from a protected environment. They had been protected from bad things, bad words, and bad experiences. But in order for them to go to school and progress, they cannot be in a protected environment."

Parents frequently identified the opportunities available to their children in public school programs that were not available in the segragated school. These included building resources (such as the library, the gymnasium, and the cafeteria), curricular offerings (music classes, art classes, wood shops, physical education), as well as the extracurricular activities sponsored by the school. When questioned about the difference in the opportunities available between the two settings one parent stated:

-- "I think they would have progressed there (in the segregated program). It is just that they would not have had as broad and normal situation as what they are experiencing (in the regular high school)."

Most parents felt that the effects of integration on their children's development had been notable. They recognized that integration into public school programs had increased their children's competence and independence. These parents often expressed surprise that their own expectations for their son or daughter had not kept pace with their child's progress.

-- "She's gotten better... more independent, going out on her own more." "I think I've changed because I wouldn't let her do things before, but I've seen her do them now. Maybe I was afraid she couldn't do it. She probably could do even more than what she's doing now if I'd let her."

-- "I visited the classroom before Christmas. While I was there, the teacher told him [the son] and a friend to go out in the hall during

> break. I asked "What do you mean 'go out in the hall?' Where are they going?" He said that they just go and do their own thing like everyone else does... I asked 'Will they come back on their own? He said 'Oh, yeah. They'll be back.' At the end of the break, here they came... I just couldn't believe it! That's natural for high school students. I just hadn't thought of my child as a high school student who would ever be able to do that."

Several parents indicated that their children's increased competence at school and in the community had affected their own attitudes concerning their child's future. Many now felt that their children would be capable of working and living in the community:

-- "If they are given an opportunity... then they can make it. If they aren't, you'll never know if they can make it or not."

-- "I certainly know now that he has the capability of working and earning money... Not being given money, but actually earning it."

-- "I want her to have a job -- a paying job -- and the same life as anyone else. Boyfriends and marriage... I have the same expectations for her as I have for all my kids."

While parents were pleased with the changes in their children's level of competence and independence, they also expressed concerns over community attitudes which often regarded handicapped young adults as children. One mother of three handicapped children expressed it this way:

-- "As I'm growing with my children, I find it somewhat difficult with the community. I am trying to get them competent but the community treats them like children... [acting as if] it were okay when they are inappropriate but it's really not okay... They wouldn't want an adult to behave that way... so I'm having to educate my neighbours and my community."

Many parents expressed the desire for the community to treat their handicapped children more normally and to make more demands. Not only had their expectations of their children changed, their expectations for the community at large had also changed.

Our interviews indicate that parents' attitudes about the integration of severely handicapped students strongly favor integrated public school programs. Parental attitudes and expectations about the futures of their children have improved. They have in fact become active participants in the change process. Perhaps as a function of integration, most parents have ruled out segregated settings in their future plans for their sons and daughters. One parent whose son had returned from an institution commented:

-- "We'd never put him in there again... you might as well lock him in a prison."

6. PROGRAM QUALITIES

The experience of integrating severely handicapped adolescents into North Eugene High School is consistent with a broader analysis of high school services provided in an earlier report (Bellamy & Wilcox, 1980). The design of quality school services for severely handicapped secondary students has had to proceed without benefit of extensive experience or a strong empirical base. Instead, work has proceeded guided by a set of qualities or criteria. These qualities reflect the broad social concern for improving the relevance of high schools to later adult life (Carnegie Council, 1980), the concern for practical preparation for living and working roles that is manifest in the career development literature (e.g. Brolin & Kolaska, 1979), and the educational implications of the normalization ideology (Wolfensberger, 1972). These qualities are briefly described below.

High school should be integrated

The integration of severely handicapped students involves placement of a special class in a regular high school building where there is opportunity to share resources and non-academic experiences with same-aged peers who have no identified handicaps. Integration is not tantamount to the direct placement of students with severe handicaps into regular classes. It is rather an affirmation of the importance of the learning and performance opportunities provided by interaction with normal peers. One of the most important characteristics of the post-school environments in which students ultimately must function is the frequent interactions with nonhandicapped individuals. Consequently, it is only logical to plan educational programs which duplicate this feature of the criterion environment and which actively build skills required for successful interaction with nonhandicapped society. The importance of integrated educational environments is reflected in litigation (Halderman v. Pennhurst), legislation (the least restrictive educational environment provision of P.L. 94-142), and professional opinion (Gilhool & Stutman, 1978; Brown, Branston, Hamre-Nietupski, Johnson, Wilcox, & Gruenewald, 1979; Bricker, 1978; TASH, 1979; CEC, 1979), as well as by successful demonstrations of integrated educational services for severely handicapped students (e.g., Wilcox & Sailor, 1980). Indices of successful integration include the characteristics of physical placement (Kenowitz, Zwiebel and Edgar, 1978; Aloia, 1978), the occurrence of planned interactions between severely handicapped students and nonhandicapped peers, length and organisation of the school day, and access to transportation and equipment used by nonhandicapped students (Soder, 1980).

High school should be age-appropriate

The quality of age-appropriateness highlights the relevance of a student's chronological age in selecting instructional tasks and activities. It is inappropriate and stigmatizing for high school programs to rely on instructional tasks (large piece puzzles, blocks, color naming, naming coins, learning letter sounds) that are normally associated with programs for young children. The requirement that tasks and materials be appropriate to the chronological age of the student is not meant to ignore the fact that severely handicapped secondary students may, in fact, still have deficits in very basic skills. The implication is that instruction should incorporate materials and tasks that minimize, rather than highlight, discrepancies with age peers. The commitment to providing age-appropriate programming requires that the school day and extra-curricular activities of nonhandicapped students be referenced in program design.

High school should be community-referenced

The quality of community-referencing addresses the way that curriculum objectives are defined and prioritized. A community-referenced approach eschews organisation by traditional curriculum domains (language, cognitive, gross motor, reading, math, and so on) and instead employs categories that derive from the basic demands of adult functioning (work, leisure, community participation, and home living). There is an emphasis on skills which are functional (i.e., whose performance is frequently required in the actual community environment) and on criteria which relate to the demands and expectations of the community. A commitment to community-referenced programs reflects both the career education orientation of secondary special education and the need to program explicitly for student performance in actual target environments.

High school should be future-oriented

A future orientation is a natural and necessary complement to community-referencing. While a straight community-referenced approach would presumably result in programming *in* and *for* existing domestic, vocational, community, and leisure/recreational opportunities, those currently available environments are, in too many cases, less than satisfactory. Programming only for current opportunities in the adult service system constitutes preparation for institutional programs or adult day care programs. This is surely not the intent of education. Recent changes in adult services (e.g., attention to civil rights, legislative entitlements for medical services and income supports) would seem to foreshadow additional changes at the community service level (Bellamy, Wilson, Adler, & Clarke, 1980). Current post-secondary options hopefully do not constitute a representative sample of environments and opportunities which will be available several years hence. Future environments should reflect increased access, community living alternatives, increased opportunities for non-trivial work and wages, as well as a decreased tolerance for adult day care programs (Bellamy et al., 1980).

High school should be comprehensive

The comprehensiveness of a program should be judged, not against what a teacher *can* program, but what his/her students *need*. Too often, secondary programs have been governed by the "law of the instrument": if all you have is a hammer, then you treat everything as a nail. Limits on the scope of programs usually reflect teacher skills, constraints on classroom operation, and the availability of materials rather than the performance deficits or instructional needs of students. If graduates are to be independent and productive in post-school environments, then they must be competent at various tasks and in various settings. This implies that secondary programs must develop strategies for fitting into the local economy and for teaching skills which are not normally practical in the classroom.

Comprehensiveness should not be judged by reference to coverage of traditional "developmental" curriculum domains but by the extent to which students conform to expectations for adult functioning. Special educators may lack the content skills to develop student competence in domestic living, local work, or community mobility, or the process skills to assist students to access components of the adult service system. These teacher deficits, though significant, should not detract from the student's needs for comprehensive preparation and transition services.

High school should involve parents

Parent involvement in educational programs necessarily encompasses a variety of roles (including participation in the development of student programs, home-based instruction, community training, data collection, and advocacy both for improved educational services and for increased post-school options).

The values of parents are more important and more apparent in educational programming for secondary students because there are not skill sequences per se. There is, for example, no logical or necessary relationship between learning to shop for groceries, learning a factory job, and learning basic domestic maintenance. Decisions regarding which task is taught first, the amount of time invested, and the expected approximation to normal (rather than adapted) performance depend not on logic but on value judgements of parents and professionals. For each objective targeted, there is a very real "opportunity cost": targeting any single skill consumes valuable instructional time that might otherwise be devoted to other skill areas. This dilemma, of course, exists in all programs but is especially acute at the secondary level where there are numerous training needs and relatively little educational time.

High school should be effective

Effectiveness is a key criterion in any educational service. Regardless of other qualities it may embody, a program that does not achieve specified goals for students can be viewed as unduly restrictive (Laski, 1979). It is important to realize that the effectiveness of secondary instruction should be measured, not in terms of accumulated knowledge or classroom behaviour, but rather in terms of changes in daily performance in residential, vocational, and leisure environments. Since the critical measures relate to the functional performance of skills in natural settings, neither students nor programs can be appropriately evaluated by paper and pencil tests or by performance on simulated tasks in the school. New measurement procedures must be designed to monitor typical performance on important life tasks (Weissman-Frisch, Crowell, Bellamy, & Bostwick, in press). It is less important that a secondary student learn ten new sight words, eight colour adjectives, or how to clip his/her fingernails than that s/he show increasing participation and independence in vocational, domestic, and leisure environments in the community.

7. CONCLUSION

Although significant barriers had to be overcome in Lane County in the process of establishing integrated services, this case study suggests that integrated education can be successful for students, valued by families, and appreciated by other participants in the ordinary education process. Far from realizing the initial fears about integration held by some, experience in this community provided new standards of performance for students with severe handicaps, informal teaching opportunities, peer contact, and social networks that would have been impossible in earlier segregated services. Experience with integration makes it difficult to justify segregation on the grounds that it benefits the students.

The apparent benefits of present services should not be interpreted to minimize the importance or difficulty of the change process that established integrated schooling. In this community, that process involved considerable conflict as administrators, families, teachers, and others dealt with different interests, communication efforts and breakdowns, and different information on the results of initial integration efforts and how these should be interpreted.

The wisdom of hindsight is that three major aspects of the change process might have been improved. First, families should have been involved earlier and more extensively in planning efforts. The proposed changes represent significant family adjustments; more accurate information about the consequences and participation in design and scheduling of the change process might well have eased the transition. Second, it now seems that school administrators should have assumed from the outset that some parents would choose, for any of a variety of reasons, to maintain enrolment in the segregated program. Clearly providing that option might have reduced conflict during the change period. Third, it might also have been helpful had the first integration efforts included students with varied handicaps and abilities. As it happened, the first classes to enter integrated schools were composed of the most capable students, making it possible for all to wonder whether similar provisions would be feasible for students with more severe disabilities. This may have needlessly prolonged conflict over whether particular students were capable of integration.

In this case an intermediate service alternative between full individual integration -- mainstreaming, in United States usage -- and the original segregated services was finally agreed upon. This arrangement preserves the unique curriculum and instructional methods of successful special services, and supports a focus on integration not just in the high school, but in the surrounding community as well. The possibility that seperation in a different class within the school would increase stigma does not appear to have been a significant issue. The handicaps of individuals served in this class were substantial enough to be readily apparent to peers. Consequently, seperate class placement did not serve to identify these students as it might for some with less severe or obvious disabilities.

The study should not be interpreted as a representative case of high school integration in the United States. It stands rather as documentation of one community's experience. Success in this community does make it difficult to argue against integrated services on the basis of presumptions about student potential. Real barriers to integration may result from political realities, preferences of school professionals, family priorities, or space availability; but the ability of students with severe handicaps to participate in and benefit from integrated services seems increasingly clear.

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VI

THE FORSØKSGYMNAS, OSLO
A CASE STUDY OF INTEGRATION IN A NORWEGIAN SCHOOL

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> "The implication of democracy is (...) that the individual can be as highly developed as lies within the possibilities of his own inheritance, and still can enter into the attitudes of the others whom he affects."
>
> George Herbert Mead in "Mind, Self and Society", University of Chicago Press, Chicago, 1934, p. 326.

1. INTRODUCTION

Forsøk means "experiment", hence the *Forsøksgymnas* in Oslo is an experimental upper secondary school (actually the pioneer one). Both inside and out it is familiarly referred to as the FGO and this is what we shall call it in this report.

The FGO was started in 1967 as "a private school run by public funds" on the basis of new proposals for an innovative type of school, alternative in many respects to the traditional *gymnas.* Why it has been selected as the Norwegian case for study in this series of reports is not, however, because of the influence it has had upon the education system as a whole, but because its potential for innovation was, again, the first to be aroused when in 1978 it accepted the challenge of integration for the handicapped.

In terms of organisation and content the provision it offered was unique and, for the most part, this continues to be the case. Fully to appreciate its significance one must see it against the background of Norwegian secondary education as a whole, and of what is available for the handicapped at other schools in particular. An elaboration of this context is therefore attempted in the following chapter. What will then become apparent is that this really is the study of a *case,* and an indication only of the kind of school provision that handicapped young people *might* receive in Norway.

Sources of information and assistance

For our opening chapters much has been derived from official and semi-official documents and reports on upper secondary education, also from literature specifically on the FGO published in the 60s and early 70s. Not unnaturally, all of these have appeared in Norwegian only; nevertheless the more important ones are acknowledged in the List of References. Perhaps we should mention the only one written in English: this is a case study made for UNESCO by Øygarden and Svartdal in 1979: *The Forsøksgymnaset, Oslo, Norway, in a perspective of lifelong education*.

The integration project at the FGO was briefly outlined in a newsletter distributed by the Ministry's Council for Upper Secondary Education in 1979 (cfr. Stubbe and Tilmers).

Further details, particularly on the planning of student programmes and the organisation of teaching, appeared in a report by Grete Klottrup Larsen in 1981. More material was collected on visits and from other types of contact which the author and a group of students from the Institute for Educational Research, University of Oslo, have had with the FGO staff and students and a parent, since 1979. The students made some systematic observations of different types of lessons and other organised activities at the FGO during one week in October 1980. This is reported in Aune et al., 1981. Specifically for the present study, the handicapped students were interviewed at the school in the spring of 1981 by Anna Benum and Ingibjørg Bødvarsdottir.

Also in 1981, pursuing its policy to disseminate good examples of integration in practice (and, incidentally, to mark the International Year of the Disabled), CERI promoted the production of a film showing how three countries were coping with the integration of young handicapped people. For Norway, the FGO was selected and the national TV presented the film in November that year. Of particular interest to the present study have been the recorded interviews made at the time by the producer, Are Fiva.

Although overall responsibility for this report rests, of course, with the author, it could never have been completed successfully without the cooperation and assistance of the following teachers, students and others: Anna Benum, Ingibjørg Bødvarsdottir, Are Fiva, Grete Klottrup Larsen, Tore Stubbe, Kari Tilmers, and the study group "Streita" at the University Institute for Educational Research.

2. THE NATIONAL BACKGROUND IN WHICH INTEGRATION IS SET

Upper Secondary Education

Upper secondary education in Norway is run by the nineteen County authorities and follows directly upon the 9 years compulsory schooling (6 at primary level and 3 at lower secondary). It offers a broad range of courses, from the more traditional academically oriented to vocational ones. The length and content of the courses vary; but the overall goals of education at this stage are the same: to prepare students for work and life in society, lay a basis for higher (post-secondary) education, and foster personal development as well as conveying cultural knowledge.

The Upper Secondary Education Act of 1974 (enforced in 1976) specifies a highly differentiated system of schools and courses co-ordinated within a common structure. All studies must embrace the following three components: a common, general subject; subjects on which students wish specially to concentrate with a view to their immediate future; and a choice from a range of optional subjects. Studies are organised as 1, 2 or 3-year courses.

This system is flexible and, as will be seen, offers a wide range of choices. It is even possible, for instance, to choose in the second category from both the academic and vocational repertoires. In the main, preparation for advanced studies will determine the content of some courses, while preparation for specific careers may be the object of others; but the model does not permit narrow specialisation. For instance, all types of vocationally-oriented courses must include a certain amount of general education in subjects such as Norwegian, mathematics, social sciences, gymnastics, English or another foreign language. However, the longer courses normally allow for some specialisation in their second or third years.

It should here be explained that the Act of 1974 which, as we have said, introduced one system of upper secondary education, signified a merger of vocational/technical schools with the gymnas which traditionally prepared for entry to university. The consequent merging of general and vocational/technical courses into one institution catering for a whole age group has, however, been a gradual process. Thus, many upper secondary schools, particularly the newer ones, differ in what they have to offer in the way of courses -- whether they have a vocational or an academic orientation. These are called "combined" schools. Other schools largely confine themselves, say, to 1-3-year vocational courses or 2-3-year academic studies.

The curriculum officially in force for upper secondary education dates from 1976, although changes are continually being made in the light of experience and to meet new needs -- for example, the introduction of many new courses. Basically, however, it is still the authority for goals and guidelines in the school, for the timetable and other basic matters, and it gives general recommendations as to the pursuit of the various subjects for study.

More than 80 per cent of the students leaving compulsory school now continue their education at the upper secondary level. The number of student places there greatly increased during the 1970s, and in a few years it will roughly correspond to the total number of individuals in the three age groups, 16 to 18 years. The national objective is free access for everyone, to further education for up to three years after compulsory schooling. This is comprehended within the Government's so-called "Youth Contract", according to which every young person under 20 is to be guaranteed either work or school education.

In principle, students are free to choose what courses they take in the upper secondary school. There is, however, only a limited number of places available for many subjects, so the newcomer cannot always enroll for the course that was her or his first choice. Whenever the number of applicants exceeds the availability of places, preference is mainly accorded on the basis of marks earned in the compulsory school, but other admission criteria are also being used, such as age, previous application for the same course or experience in the world of work.

The Upper Secondary System and the Handicapped Adolescent

One of the main characteristics of the new upper secondary school system is its intention to provide for all young people between 16 and 19 equal rights and opportunities to further education and personal development. Even at the beginning of the 70s it was decided that education at this level should no longer be a privilege for the few and that if this principle were to be honoured, it could not be done in just expanding the old system. A change both in structure and content was required if social, economic and geographic biases in recruitment were to be eliminated. It was necessary to create a school that could satisfy highly different types of interest and provide adequately for all students without regard to the standard of qualification obtained by the end of compulsory schooling. As concerned the rights and needs of the handicapped, this formulation of policy was, of course, extremely important. Several committee reports that preceded the Law now in force referred to the handicapped in terms indicating that the right to further education within the system was, in principle, intended to be unlimited. The cause of further education for the handicapped was, however, so weak at the time that it proved necessary to have it explicitly stated in the Law that students coming from the nine-years school, the special schools or who had obtained their elementary training otherwise (in social and medical institutions) all were to be equally admitted to further education (Section 7). According to Section 8, handicapped students now have the right to more than 3 years of further education, provided they are thought likely to benefit from it. In this same Section of the Law, the educational rights of the handicapped are shown to be explicitly included in the "ordinary" Education Act, so special legal provisions for them were unnecessary. This legal endorsement of integration now applies to both compulsory and upper secondary education (cf. the Compulsory Education Act of 1975).

With integration now being a legal requirement, special education becomes part of the ordinary school's provision. Further, in the 1974 Education Act, it is stated that, if a student needs extra support or special education, she or he shall be given such provision. Note that the focus is upon the needs of the students, not a particular handicap: this gives hope that the segregating implications frequently associated with special education may eventually fade away.

A school in which these principles are being put into effect may need advisory and support services. Section 11 in the Act states that a pedagogical psychological service shall be available for the students in upper secondary education and that socio-pedagogical support shall be given at this stage.

For some handicapped students, Section 12 is particularly important. It states that school buildings, school *furniture* and the like, shall be modified to the largest possible extent to provide access and necessary facilities for the handicapped. Handicapped students are also entitled to school *transportation* if this is a requirement (Section 13).

A final point of importance to be mentioned here is that each County School Authority is responsible for a *sufficient and continuous planning of* educational provisions in their respective areas. The Law especially requires them to include the needs of the handicapped in these plans (Section 4). The Authorities are therefore now expected to be actively searching for or creating suitable educational arrangements or provisions specifically for the handicapped.

Reform Policy - Present Status

Some figures may illustrate the state of further education for the handicapped at the time when the Education Act of 1974 was enforced (1976). The State was then running 10 special schools for further education, one for the blind, one for the deaf, and eight for the mentally handicapped. The total number of enrolments in these schools was about 400. Another 200 or so adolescents got further education provisions of some kind in medical or social institutions. The same year, the counties also organised some kind of special education (in special classes or individually) for about 1 000 more students.

Three years later, the number of students in the state special schools was approximately the same. The number provided for by the county, however, had risen to 4 768. Only 44 of these received separate, individual attention. For the rest, the county authorities preferred to make arrangements in the secondary schools, either in the form of special classes (1 500 students), or by straightforward integration with additional support in ordinary classes (3 200). The respective figures for these types of provision in 1976 were 838 and 146.

These figures indicate the immediate effect of the new Law: a considerable increase in special education provisions at this level -- mainly located in ordinary schools. However, although the position continues to improve, the number of handicapped students who have managed to get places in upper secondary schools indicates that, as a group, they are still insufficiently provided for. In 1979, the Ministry decided that, in each county, 2 per cent of the places at upper secondary level should be reserved for young people with special educational needs. It was later announced that additional legislation was being considered to ensure an even firmer basis for the rights of the handicapped to further education.

But adequate provision for the handicapped in further education is not only a matter of ensuring enough places for them in the system; it is also a question of the kind and quality of the treatment and facilities made available to them. To the extent that the handicapped can take part in ordinary further education, it can be assumed that the full range of educational opportunities is open to them. The problem hitherto, however, is that too few of these opportunities are being taken up, and this situation cannot be changed by compensatory efforts and special education provision alone. Many courses and studies in upper secondary education are still a reflection of a selective school practice -- mainly because the curricula have not been revised in the light of the new objectives accepted nationally for education at this level. So, new guidelines, for example, for the teaching of students with special needs will have to be worked out specifically for many more courses before a real expansion of further educational opportunities for the handicapped takes place. Innovations of this kind are, of course, the responsiblity of the Ministry, but local initiatives and experience are potentially important stimulants in this process and they should be encouraged.

The project at the Forsøksgymnas in Oslo is itself based on local initiative. As a case, it is unique; but experience there would seem to have particular weight in a general discussion of what types of school reform are needed if handicapped young people are to be admitted to upper secondary schools on a large enough scale, and be adequately provided for when they get there. The project at the FGO indicates that the quality of the school milieu is another important factor in the process of integration and that it should be seriously considered when programs are being reformed.

3. THE FORSØKSGYMNAS AS A GOING CONCERN

Historical Background

The start of the school was so remarkable that it must be recounted here. In 1966, three students of the traditional gymnas in Oslo wrote a pamphlet which was sent to all fellow students, upper secondary schools, the school authorities and the press. In this pamphlet, the traditional school was violently criticised, notably for being run on too authoritarian a basis, for applying teaching methods that were moribund, and for suppressing the individual student's potential for personal development.

The pamphlet then advanced the idea of an alternative kind of school, based on equal rights of teachers and students, and on personal, friendly, and confident relations between the two parties. Freedom in the relationship between teachers and students was a main principle on which the new school should be established.

Many responded positively to the pamphlet and the suggestion for such a school was seriously entertained by many teachers and students. A working group was then organised and it came up with an implementing program which was sent to the Ministry for approval. The proposal was that the school should be set up as an" experiment" within the official program of experiments being planned at that time to provide a factual basis for reorganising the upper secondary school system. The new school, however, was a much more radical experiment than any of the others being contemplated, and the Teachers Union in particular opposed its acceptance by the authorities. After many applications (and several revisions of the program), the Ministry approved the plans for the new school; but it had no financial support to offer. The Oslo school authority finally saved the project by undertaking to bear the costs of the school which, in any case, was intended to be set up in its bailiwick. It was able then to start in August 1967 as (what the Ministry called) "a 'private' school run by public funds".

There are very few private schools in Norway; its status as such was, therefore, a disturbing factor in itself. More disturbing, however, was the fact that this status meant that the students of the school had to take the final examination in all oral and written subjects at one of the official schools. This, of course, put important restrictions on the freedom of the school to make experiments with the curriculum -- particularly until the 1974 Act was enforced.

But a special privilege was also given to the school: it got its funds as a block grant to be disbursed within the budget in accordance with its own priorities and without any interference from the outside.

The Oslo school authorities got the FGO project off the ground. But thereafter it proved very difficult to find suitable accommodation for it in their area of jurisdiction. It has been moved around in the inner city area and is now housed in an old school building -- the third location in its brief history. The quality of the accommodation found for the FGO has always been far below the normal Oslo school standard.

The Administrative Structure

According to the school rules (which mostly reflect the principles in the 1966 pamphlets), the administrative structure of the FGO is as follows:

> The School Leader (Head Teacher) is elected by, and from, the teachers on a yearly basis. The same leader can only hold this position for a maximum period of 3 years. He/she is in charge of the day-to-day running of the school on lines laid down by the School Council and the General Assembly.
>
> The School Council is, in effect, the executive body. It consists of 4 students, 3 teachers, the School Leader, 1 representative of the parents and 1 from the Oslo school authority. Each group elects its own representatives every half year (only one of the students can be re-elected, and no student can be re-elected more than once).
>
> The General Assembly is the school's supreme authority. All members of the school are members of it. An elected committee is responsible for arranging its meetings, preparing the agenda and writing up the background material for the issues to be discussed.
>
> The School Council and the General Assembly are, therefore, the two most important administrative bodies at the FGO. In addition, several groups are appointed by the General Assembly to discharge particular tasks. The Admissions Committee reviews applications and advises the Council on student entry. There is an Information Committee, a Budget Committee and a FGO - Editorial Committee. The Educational Committee is especially concerned with improvements in teaching methods and the development of new courses of study (subjects and activities) to be included in the program offered by the school. There is also a Working Conditions Committee and a Kitchen Committee.

This outline should serve to illustrate how the principle of school democracy has been applied at the FGO. How this has worked out is described in a previous report (made in English for UNESCO) in the following words.

> FGO must be characterized as having a low degree of structuring, as relatively few decisions are made in terms of regulations and instructions. This fact implies that problems and tasks must be tackled successively as they emerge without much help from prescribed routines. Neither solutions nor problem-solving procedures are fixed in advance to the same extent as is the case in a traditional school. The structure

> just grants all the members equal rights in the decision-making processes. The individual member's real engagement in the processes depends on how he perceives the connections between the case in question and the goals he values most. The participation in discussions and decision-making processes is therefore somewhat variable. Some matters attract the interest of most pupils and teachers, but others are decided upon by only a few members who out of interest or a feeling of responsibility deem it important to solve the problem or settle the matter (Øygarden & Svartdal 1979, p. 32-33).

Methodology

As already mentioned, the FGO gets its funds as a block grant -- the same amount of money as other upper secondary schools of the same type and size. The school is free to use the budget according to its own priorities, and it has adopted a policy of offering fewer lessons in every subject so as to have more classes and groups with, in consequence, relatively fewer students in each. The student-teacher ratio is approximately 11:1 (the Norwegian average is 13:1).

All classes have their own classroom, and the students are responsible for cleaning them. They do this without pay to save money for educational purposes. The classrooms are relatively small, and the students are mostly seated round one big table. There is no special desk for the teacher. Class meetings are held weekly to discuss problems that concern the class as a whole or individual members. They may also discuss and plan their own learning program, within, of course, the framework of school curriculum.

The students and teachers are expected to work in accordance with the established timetable, and to attend all their classes -- that is, unless something else has been explicitly agreed upon. It is thus fully possible for students to work individually and to make special agreements as to the amount of written work to be handed in, its frequency and class attendance. Individual agreements, once made, are considered binding. "Freedom under responsibility" is the principle practised here. It is to be noticed that "responsibility" is considered to include respect for the joint working efforts of the class/group and for the social attributes of the school as a whole -- in other words, the students must learn to balance individual interests against the interests of the whole community.

The working atmosphere of the two terms of the school year is somewhat different for each. As already mentioned, the students are still required to take their final examinations at one of the official schools (so they cannot, for example, rely on average marks in any subject). This arrangement has proved to have a restricting effect on activities in the second term. Thus, the school feels freer to function in accordance with its own stated principles during the first autumn term. Towards the end of the second term, specialisation, individual studies and the like take up more of the students' time and the teachers naturally tend to follow the same pattern.

Like most of the old *gymnas* in Oslo, FGO did not become a fully comprehensive upper secondary school as a consequence of the 1974 Education Act, offering both academic and vocational streams of study; instead it is still mainly oriented towards general and academic studies and qualifying students for post-secondary education. According to Øygarden & Svartdal (1979), only 21 per cent of the students at the FGO between 1967 and 1973 either did not take the final examination ("examen artium") at the end of their stay, or did not complete it later. This gives about the same ratio as for students of traditional schools of the same type. Øygarden & Svartdal checked the marks obtained by the FGO students at the final examination in 1978 and found almost the same averages and deviations as for other schools.

Students, Staff and Resources

Most of the gymnas in Oslo can be regarded as local schools. The FGO is not. It gets its students from all over the town -- some even from neighbouring communes. But, in spite of their highly varied provenance, the students do not differ so much in family background -- at any rate, this was the case in the early years (Hem, 1971). Many of the students at that time had parents who were artists, politicians, university professors and the like, so one could say that, as a group, they represented the more radical cultural élite of the Norwegian capital.

More recently, it appears that, compared to other schools in Oslo, students with parents in professions are over-represented, while business backgrounds are definitely under-represented. Students with working class backgrounds are also under-represented (Hauge, 1972; Øygarden & Svartdal, 1971).

The school admission committee is instructed to aim at a normal selection when evaluating applicants. Academic status, social attitudes, sex, social and geographical background are all considered relevant factors in arriving at a "normal group of students". Whether a result of this procedure or not, the students of the FGO all seem to be a little different from each other. The impression one gets on visiting the school is that the students as a group are less homogeneous (less "standardised") than in other schools at the same level and of the same type.

The normal age range of students in upper secondary education is 16 (17) to 19 (20). The majority of the students at the FGO is between this age range, but it is worth noticing that there have always been some older ones.

The number of students has varied over the years, but is now 170 as a yearly average (handicapped students included). The total number of teachers is 20 (1980/81). Their formal qualifications are the same as for teachers in other upper secondary schools; they are, therefore, university graduates.

Teachers receive a salary in accordance with qualifications and seniority as in other schools, with a supplement of N. kr. 2 000 per year for evening duty and special meetings after school hours. The School Leader is not paid extra. The professional staff consists only of normal teachers. The position with regard to special teachers is explained in Chapter V.

The FGO is financed by the County of Oslo and the State in accordance with regulations that apply to all schools at this level, which means it can generally provide 39 hours of teaching per week for each class. With two classes on each of the three grades the school has at its disposal a total number of 234 hours of teaching per week. In addition to this it is allowed a further 56 hours per week as support specifically for the handicapped students.

Premises

As already remarked, the FGO has always been accommodated in old school buildings. In 1976, it had to move from one of these near the centre of the city to another one further east. This building shows its age, but it is not in decay. The size of the rooms and their number are, on the whole, good. There is no lift, and nothing has been done with the structure to provide access and necessary facilities for the physically handicapped. When integration started, however, one room was allocated for individual teaching and another made into a kitchen.

There is, though, one good thing about old school buildings: they offer more scope for the students to furnish, paint and decorate their classrooms. At the FGO, most of the interior décor reflects the taste and interests of the students.

Is the FGO a Good School for Integration?

Any ordinary school that has taken on the responsibility for educating handicapped pupils could, of course, be selected as a case for studying integration. The school studied here was not, however, selected as just one of these "ordinary" cases; it was chosen because it was considered to possess some particular qualities of importance in the process of integration at the upper secondary level. Some indication of these will already be apparent from the description we have given of the FGO; it remains, though, to bring them together in summary so that it may be seen at a glance, as it were, what really does make a school good for integration of the handicapped adolescent.

As a start, then: the FGO's basic ideology imparts a certain wholeness to the school that gives character to the various interactional processes taking place there. One may say that the school is set up on a programmatic basis, but the program includes and interrelates two streams of activity, one of which may be identified as pedagogical, the other as social. The program has an open character, which includes openness for change.

Many schools may, to some extent, be described similarly. But in the various ways we have outlined, the FGO has departed from other schools in its approach to organising a school, and in organising the teaching and learning taking place within it. This alone would make it seem more deserving than most of the description "good for integration".

When the FGO was studied by Øygarden & Svartdal for UNESCO, it was in the context of lifelong education, and the authors considered it as having the potential to make a valuable contribution to practical understanding of what is meant by this term (1979, p. 8). The reasons they gave for this opinion represents a summary of important criteria from a somewhat different viewpoint which is worth quoting to complete the picture so far given of the FGO.

Emphasis at the Forsøksgymnaset, Oslo (FGO), is on fostering the self-growth of pupils, so that they become aware of their responsibility for their own growth as well as better aware of their own capacities, and interested in and aware of new areas and forms of personal development...

Fostering of self-growth requires development of learners' own competencies for planning, executing and evaluating learning both as individuals and also in groups. Activities at the FGO which have been adopted for this purpose include participation in joint planning, learning in groups, learning from other learners (interlearning), cooperative evaluation, and similar activities, as well as individualization of learning by adapting it to individual levels of ability, individual tempi, and different patterns of interest. Administrative procedures have been modified in order to achieve greater democratization...

At the FGO, there have been changes in the idea who is a learner and what constitutes valuable learning, who is a teacher and what constitutes teaching (1979, p. 7-8).

The perspective of the present study is integration, not lifelong education, and admittedly these ideas are somewhat loosely connected. Still, the school selected is the same for each enquiry. In fact, it is possible to make several "interpretations" of the FGO (as of other schools and institutions) and this has indeed been done. But focusing on one interpretation does not imply disagreement with others. The Øygarden & Svartdal study and our own concentrate each on one particular aspect. It is not the purpose of either to exhaustively analyse the FGO in its entirety.

4. STARTING INTEGRATION

The Initiative

The provision for the handicapped at the FGO came about as a result of the activities of a parents' association in Oslo called "School Group 10". There are nine school districts in Oslo. Within each, the parents' representatives on the local (compulsory) school councils are co-ordinated in groups for the purpose of discussion. The special schools also have their school councils, and the parents' representatives on these meet for coordinated discussions in a group of their own -- hence "School Group 10".

School Group 10 has, however, become more like a parents' association than the other school groups. For instance, parents of handicapped pupils have joined it as individuals (as distinct from representatives). Up to the present, the group has had between 400 and 500 registered members, of whom some have had their children in special schools and some in ordinary schools.

The main purpose of the group has been to work for the right to all kinds of education for handicapped pupils, and for the right of the pupils or their parents to decide for themselves what kind of education should be provided, and in what form. Its meetings are principally used to spread information and provide counselling and support to parents and pupils who have had difficulties in approaching local schools and/or authorities. But all relevant issues of importance to the handicapped may be discussed. The work of the group is mainly conducted on a voluntary basis by the parents, particularly those who are members of the working committee. The Oslo school authority pays its running expenses.

An important issue under discussion in School Group 10 has been possibilities of further education for handicapped pupils. After compulsory education, there has been a general lack of opportunities for them in the Oslo area, no less than in other parts of the country. When the Education Act was enforced in 1976, the Group intensified its pressure in this particular direction.

The FGO became involved in these activities largely by chance. In May 1977, a parent from the Group's working committee happened to attend a meeting there which had been arranged to discuss school reforms, educational ideas and practices in general. It did not take in the handicapped or special education problems at all, although the school presented itself, as usual, as a place particularly prepared to meet new ideas and demands in education. When the parent from School Group 10 made her contribution to the discussions, she "happened" to say that the FGO seemed to be a good school, "but you don't integrate handicapped pupils"! The FGO people present at the meeting took this as a challenge and after some informal talks, a working group, consisting of 4 teachers and 3 students from the FGO, 4 parents from School Group 10 and 1 handicapped student, was established. Two teachers and two parents became the active "core" of the group during the period of intensive planning.

Organising a Provision for the Handicapped at the FGO

The working group made an outline of the provision they had in mind and then contacted the Oslo school authority who agreed to give its support. The idea was to set up a "general-practical study course" for 8 to 10 students from the beginning of the school year 1977/78. An information meeting for interested parents and pupils was then arranged at the FGO, but although many attended, no one applied for the course.

Obviously, many of the parents with handicapped children became somewhat alarmed by what they saw and heard on this, their first visit to the FGO. For instance, they noticed and did not like the mess and disorder in many of the classrooms. They also observed that many of the students were smoking in school, that the social atmosphere was very free and that the students were very outspoken. Many also reacted to the fact that, at the meeting, the teachers preferred to address the handicapped young people themselves (not their parents) when discussing matters of school and education. Many may also have reacted against the untraditional character of the planned provision for the handicapped at the FGO, which was here presented to them for the first time.

The upshot of all this was a decision to postpone the start of the provision until the following school year. It then became possible to announce the course in the interim in accordance with standard procedure, as part of the ordinary information service for compulsory school leavers. In response to this, many school counsellors applied to the FGO for more information and many followed this up by visiting the school. Parents from School Group 10 helped the teachers in taking care of visitors who came to ask about the "general practical study course".

The school received eleven applications for the year 1978/79 and seven students actually started in the autumn. Two of the applicants were children of active members of School Group 10, the others had responded to the general information that had been given out. The students represented various types of handicap, including cerebral palsy, mental retardation, and social and emotional problems. All had been registered as handicapped during compulsory schooling, either as pupils of special schools or as recipients of special education in ordinary schools. All were boys. From the beginning of the same school year, a special teacher was engaged.

An Outline of the New Program

In planning the new program, the basic idea was to offer handicapped young people an opportunity for further general academic education. During the 60s and 70s, it became increasingly frequent for normal young Norwegians to continue their general academic education (in upper secondary schools) for one to three years beyond compulsory school. To the extent that further educational opportunities existed for the handicapped, the provisions they offered were mainly vocational. This meant that, for them, decisions as to a specific vocational orientation had to be made at an earlier stage than was necessary for most other young people. The working group, however, considered that a prolonged period of general education was likely to be more important to the handicapped than to these other young people. They needed more time and more help before they could become mature enough to make decisions about their future occupation or the appropriate vocational training that should precede it.

The working group recognised two aspects of education: one they termed "instrumental" in the sense that it represents a means for getting a job and earning a living; the other was its ability to enhance the very worthwhileness of living -- here and now, or in a future perspective, it is education that will show that there really is "something to live for". At the time, there was a tendency to overemphasize the value of the first of these -- the instrumental -- so far as the handicapped were concerned. The working group reversed this and designed a program that would emphasize education as a value in itself that would prepare the handicapped adolescent for living a meaningful life. The longer it continued the greater the benefit in this respect would be.

The broad aim of the program was societal integration: full participation of the handicapped in life and work. The working group believed that this goal could only be obtained if good opportunities for social and educational integration were provided during the school years. It was therefore decided to construct the program on the basis of individual integration in ordinary classes.

For administrative reasons, the program was, nevertheless, arranged as a separate course called, as we have said already, "the general practical study course". The word "practical" was a way of communicating two things: the fact that the academic-abstract demands on the students would be reduced or at least somewhat differently considered than was normal at the school; secondly, that the members of this course were expected to work more on the various optional subjects offered at the FGO than the other students normally did.

By operating the program as a separate course, it became easier for the FGO to get more financial support from the school authority. Administratively, the group could be regarded as a special class in an upper secondary school, so the number of lessons such classes are normally granted would be automatically authorised. Through whichever channel the support came, the school was free to decide, within the official economic frame, how the teaching was to be organised.

Giving the course a somewhat unusual kind of name was intended to communicate to the other students that their handicapped colleagues were following a different program in terms of aims, content and methods.

The content of the "general practical study course" was not spelt out in detail at the beginning -- nor, indeed, has it ever become a program fixed once and for all. The working group visited many special schools for further education and others that offered provisions for the handicapped; on the whole, though, they found the programs to be too vocationally-oriented, and often very narrowly-defined. They were of little use, therefore, as models for the sort of program they had in mind.

In the end, it was decided to use the regular programs and various classes at the FGO as a basis for providing for the handicapped students also. These programs were to be followed and used to the extent that they have some important learning potential for the handicapped. If necessary, the programs should be modified, either by changing the content, by applying extra teaching facilities/material, or by the presence of an extra teacher (co-teaching).

If the lessons of a particular class were considered unfit for the handicapped, programs of other groups during these lessons might be considered as a possible alternative, or as an "extra" opportunity for these students. In addition, individual lessons or special group lessons might be arranged and provided as alternatives to the "extras'" already mentioned.

Comments on the Program

What those responsible for realising the program initially aimed for can best be described as "an open-ended process of curriculum development". As a start for this, they designated an overall objective and offered "a set of strategies for organising students' learning". Following Stenhouse (1975), these were fourfold, providing a basis:

i) For selection of content;

ii) For development of a teaching strategy;

iii) For making decisions about sequence, and

iv) "On which to diagnose the strengths and weaknesses of individual students and differentiate the general principles 1, 2 and 3 above, to meet individual needs".

Using this frame of reference, let us now look more specifically at the strategies inherent in the plan for integration of handicapped at the FGO. Particularly in terms of content, but also in terms of sequence, all courses and activities available were seen as representing a broad frame of possibilities from which the students might choose freely, and in accordance with their own interests and capabilities. In terms of strategies for teaching, planning for the handicapped students should start from the ordinary class/ school programs. The major role of the teachers under this condition would be to function as counsellors and to support the students in following up their choices as a function within their ordinary teaching programs.

When necessary, the ordinary class/school programs should be changed in terms of content and/or sequence to meet the needs for alternatives for individual handicapped students. Under this condition, the teachers' role as decision makers and program developers becomes more apparent.

It would have been interesting to have studied the process of implementation of the program from the beginning, particularly in relation to the principles of procedure laid down originally. This, however, would be to go well beyond the scope of the present report and we must confine ourselves to a review of the integration program as it now is. This will be in two parts. The first focuses on the educational aspects of the implementation. The second considers the social integration of the handicapped students at the school.

5. EDUCATIONAL INTEGRATION

Responsibilities of the special teachers

As at 1981, two teachers were especially responsible for the handicapped students. Their academic backgrounds differ. One has a lower level university degree with qualifications in English, Norwegian, and Physical Training. He also took a one year course in special education. The other has a higher level university degree with qualifications in sociopedagogy and a major in French. The former was engaged from the beginning of the year when integration started (1978/79). He then had 5 years of previous experience from a special school for mentally retarded pupils (compulsory stage). The other teacher came to the school in 1980. She had no previous experience of teaching the handicapped.

These two teachers (we shall call them both "special" in spite of their different backgrounds) teach classes and groups at the FGO on an ordinary basis (respectively, French and Norwegian plus Physical Training as an optional subject). It is regarded as very important that, although "special" teachers, they should also have some contact with the ordinary students and, besides doing team-teaching, should take part in the regular study programs. We should mention in passing that a third teacher joined the special staff at the end of 1981.

The special teachers are responsible for the admission of handicapped students to the school. In dealing with these, they may get in contact with the counsellors based at the local compulsory schools, the social service or the pedagogical-psychological services in Oslo. In fact, the initiative is most often with the latter who frequently apply to the FGO on behalf of individual handicapped students. Apart from this, though, there is little contact between the FGO and these services. The special teachers are not particularly interested in obtaining information from them as, for instance, to the academic background or social situation of applicants; nor are they consulted during the planning of programs for the handicapped students or, indeed, participate in any other way.

On the other hand, some students keep in contact with the social service, particularly if they or their families are in need of social support. In such cases, the special teachers also become involved. The special teachers also call on the social services for help when it is necessary to find work, accommodation and the like for students at the end of schooling.

The general lack of contact between the FGO and the pedagogical-psychological service in Oslo reflects the fact that the service is still primarily involved in assisting the compulsory schools and the pupils at that stage of education. Too little time and resources are left for it to take on the upper secondary schools as well. The situation is the same for the special schools in the area; they are generally concerned with education at the compulsory level and have little expertise (or time) left for consultation with upper secondary school teachers. It is to be mentioned that there are still few places for the handicapped in upper secondary schools. The process of change here will probably be very slow until these schools are guaranteed support from the social and the pedagogical-psychological services.

To be fair, however, these services may, for all we know, have more contact with other upper secondary schools in Oslo than they have with the FGO. The school itself and the program for the handicapped in operation there are so unusual that the traditional working practices may have little to offer to the teachers in charge of the provision.

Another major responsibility of the special teachers is to organise the weekly timetables for the handicapped students. They also function as co-teachers, and provide additional teaching materials, to adapt regular lessons to the needs of the handicapped students. Lessons provided solely for the handicapped students -- individually or in small groups -- are mostly being taught by the special teachers, but the other teachers are also contributing to this part of the program as we shall explain later.

As a consequence of these responsibilities, the special teachers will obviously have more contact than the rest of the staff with all of the handicapped students. A few of them, however, are fully provided for in ordinary classrooms (possibly with some support from the special teachers, but without any additional teaching individually or in special groups). For these students, the class teachers together with the other students take the full responsibility, thus conforming with the school's conception of integration in practice.

The fact that the special teachers have the main responsibility for handicapped students does not mean that the others are not concerned with them -- indeed, some of the ordinary teachers took an active part in planning the provision. Our observation was that the whole teaching staff was positive to the idea of having handicapped students integrated in the school and in the classes. Thus, the special teachers have the full support of their colleagues and are regarded as regular members of the staff. All ordinary teachers give lessons in classes where handicapped students are integrated, and seven of them participate as support teachers for the handicapped with a varying number of lessons per week (two to six in the year 1980/81).

Teachers at the FGO cooperate freely with each other and to an extent well beyond what is usually required because of the way integration is carried out. Time available for such cooperation between ordinary and special teachers for planning and evaluation is limited, but it is regarded as essential if the integrated provision is to remain successful. It is, of course, easier for teachers to cooperate if they can work within a common range of subjects. The special teachers, however, have to work as support to the handicapped in many more subjects than those in which either of them are formally qualified; the cooperation of regular teachers who are so qualified is therefore essential to them.

A point of discussion between the two teacher groups has been the extent to which the ordinary teachers should get information about the handicapped -- particularly about their earlier school records and the nature of their problems. Because the special teachers are responsible for the admission of the handicapped and generally have more contact with them, the other teachers felt that they were bound to have full information on these points and they ought to share it with all their colleagues.

The fact is, though, that the special teachers pay little attention to the history of their students or the deeper nature of their disabilities which, in their view, are largely irrelevant to their theory and practice of teaching. The students must be encouraged to present themselves as individuals to teachers and others; to speak for themselves about their needs and problems. The conviction of the special teachers on this point is that teachers should not "find out" about handicapped students by way of laid-down procedures, but should get to know them, asking and listening to the answers, in the process of natural intercourse within the school.

One of the main aims of the provision for handicapped students at the FGO is to make them capable of taking responsibility for themselves. This can only be achieved if they are given the opportunity to speak for themselves, to find out what they would like to do, to seek advice but to make their own decisions. They must be allowed to make a try, eventually, maybe to fail, hopefully to learn to seek advice.

The Handicapped Students

In 1980/81, there were 170 students enrolled at the FGO, of whom ten were "general practioners" -- that is, members of the general practical study course. These ten students represented three years' intake:

1978/79 = 7   1979/80 = 2   1980/81 = 1

One of those who had started at the school in 1978/79 left in the spring of the second year. His parents decided to take him away and he got a job.

Of the 1980/81 students, seven were boys and three were girls. Their ages ranged between 28 and 16, so the group was on the average much older than the ordinary students in the corresponding grades. Two in particular of the eight students who came to the school the first year contributed to the high average age level of their group. They were well over 20 when they started. The average age of all handicapped students at enrolment was 19.

In terms of problems or "special needs", all the handicapped students can be characterised as having learning difficulties, moderate to severe, depending on whether they are compared with the standards employed by compulsory schools, or those normally in use in academically-oriented upper secondary schools. As we have said, all the FGO intake had been pupils of special schools or had received special education in ordinary schools at the compulsory stage. None have been identified in terms of handicap type, but obviously several different categories are represented.

The students who had started in 1978/79 were, by 1980/81, in grade 3. All had followed the grade classes where they had started, except for one girl who came later in the first year and who made a second start the following school year at her own wish. The 3rd grade is the final year of full upper secondary education.

Specifically for the handicapped provision and administering the general practical study course, the school receives an additional number of 56 teaching hours per week (1980/81). This represents the frame within which all additional teaching beyond regular class teaching (one teacher only) must be planned and can be provided. An equivalent of one quarter of a teacher's post (about five hours of instruction per week) can be used for administrative purposes. The rest is for teaching.

The extra lessons available are deployed on a flexible basis, both within the week and throughout the year. For instance, fewer are given during the autumn term to allow for a fuller program for the handicapped at the end of the year, when specialised/individualised work for the final examinations tend to replace much of the regular class. Most of the additional teaching hours go to the special teachers. In addition to administrative work, they use these extras for support teaching in or outside regular classes. A few hours are distributed among the seven ordinary teachers for the support teaching they give to the handicapped.

A further sum of money (comparable to approximately 150 teaching hours per year) is allocated to the school for the special teachers to develop appropriate teaching materials. This grant can be regarded as a (relatively small) compensation for the extra work the special teachers have inevitably to do, and as an encouragement for them to work systematically on curriculum development problems in this field. The money came first from the Oslo county authorities and later from the Ministry's Council for Upper Secondary Education. The Council has a particular responsibility for curriculum development at this level of education, and its policy includes the stimulation of local projects. We shall describe some of the teaching materials developed at the FGO presently.

Organising teaching

The regular class curriculum provides the basis for the learning opportunities offered also to the handicapped students at the FGO. For each of them the weekly timetable of his/her class is examined to decide which parts of the program are appropriate to individual needs and interests, which need to be modified (and how), and which must be replaced (and how).

To illustrate the organisational arrangements for integration at the FGO, it will be enough here to outline the timetables for two classes and show the modifications made for the GP-students (the "general-practitioners"). The timetable of a 1st grade class is reproduced as Table I. This shows how the day is organised in periods with a break for lunch and meetings at 12 p.m. The morning periods are generally "heavier" (equal to two normal lessons) and longer than those in the afternoon. All mornings have two periods of different studies; the afternoons may have 1-2 periods, depending on the length of time allocated for meetings in the middle of the day.

Table I shows also the various subjects studied by the first graders: the core subjects (mathematics, Norwegian, English, etc.), the time allowed for them and for optional studies and for project work, and to what extent the GP-student is following the normal class program. It is particularly to be noted that there are only 4 periods (out of a total of 17) during the whole week in which the timetable of the GP-student deviates in terms of main content from that of the others. She is not studying any second foreign language (a "C-language"), and she has fewer lessons in science. In these periods she obtains special/additional instruction in mathematics (Monday), Norwegian (Wednesday morning), arts and crafts (Wednesday afternoon), English (Thursday) and mathematics (Friday). When the content of her studies is different from that of the rest of the class, she is withdrawn and provided for individually. In two such periods she works individually with a special teacher, in the remaining two she works on her own on assignments specially prepared for her.

When present in the class this student studies the same subjects as her classmates, and for most of the time a support teacher will also be present co-teaching. Support in the class is given by an extra "ordinary" teacher coming in, -- actually all support teaching given in the class is shared between two different "ordinary" teachers (see Table I, teachers B and F). The special teachers are only in contact with the class when support is needed in the project work (then an ordinary and a special teacher can be called in), and during the optional studies for the group which has arts and crafts on Monday mornings. This is when the class (including the GP-student) is divided into groups.

For three periods each week (Monday afternoon, Tuesday and Wednesday mornings) only one teacher is responsible for the class. In one of these support is, however, indirectly provided, as the program for the GP-student during this period has already been partly prepared by the support teacher during the other period allocated to the same subject earlier in the week (Norwegian on Wednesday and Thursday mornings). For this GP-student a lot of extra support is made available during the week; in fact she probably gets more than any of the others. This is not remarkable, though, for the school has a definite policy not to share extra resources equally among the handicapped students, but to make the best possible program for each one of them -- within of course, the resource limits prevailing.

As a matter of fact it is not at all easy to account exactly for the extent of resources devoted specifically to any one GP-student. There are several reasons for this. First, the FGO has a way of organising teaching in daily and weekly programs that is not readily adaptable to the normal formula for expressing resources allocated in terms of teaching programs.

TABLE I

TIMETABLE OF A 1ST GRADE CLASS - FGO

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	Mathematics T: A / T: B	English T: E / T: F	Norwegian T: E	Norwegian T: E / T: F	Mathematics T: A / T: B
10.30	Optional Subj. (Arts & crafts) T: C / ST	Geography T: A	☒ Science T: A (Norweg.) / (ST)	Project Diff. Teachers	☒Science T: D/ (T: B)
12.00		Class meetings	General assembly meetings	Teach.'s + Stud.'s representatives meetings	The School Council meetings
13.00	☒ C-languages (diff.teach./groups) (maths)/ST	Project Diff. Teachers / T: B + ST		☒ C-languages Diff. teach./groups Prep.-foll.up/ST	Optional subjects no teachers- independent studies
14.00	Science T: D		☒ C-languages Diff. teach./groups (arts & C.)/(ST)	Mathematics T: A / T: B	
15.00					

T = teachers. A, B, C, etc. = subject teachers. ST = special teachers.
☒ = Periods/lessons when the GP-student is withdrawn/subj. on class timetable changed.

Second, because the school in any case would have used some extra teaching resources to support ordinary students who also needed help. For instance, when the support teacher is in the mathematics class, he will assist the GP-student and two others at the same time. In English and Norwegian, similarly, there are ordinary students who need support. Optional subjects and project work are parts of the weekly programs that inevitably need extra teachers. Here it is mainly a question of organisation to find a constructive way of sharing available resources to the best interest of all students, whether handicapped or not.

A third reason is that the handicapped students -- like all the others -- are expected and specifically trained to work on their own. At the times when the GP-student is being given support, whether in class, in small groups or in individual lessons, arrangements are made for her to have a further (longer) session on her own. So, after the first period with support in mathematics on Friday, for instance, she will withdraw to the library and carry on with the same subject by herself. On the timetable the teacher's initials for that lesson appear in brackets. This indicates that he was not with the student during the second period, but was responsible for making the follow-up arrangements.

For the GP-student in this class two individual lessons with one of the special teachers are arranged every week. One is for the preparation/discussion and follow-up on the program in general (Thursday afternoon). The other is used for special instruction in mathematics on the data machine.

Having described the organisation of integration in a 1st grade class in nominal detail, we need look only briefly at the timetable of a 3rd grade class and the modifications made for the two GP-students who belong to it. This is presented in Table II and our comments on it will be few.

This class specialises in natural science, and the two GP-students follow the greater part of the program. Support teaching is mainly provided by way of co-teaching. The students withdraw from the class for small group instruction when their studies differ in terms of content from that of the rest of the class -- occasionally, too, when the subjects are the same, which illustrates that, by this stage, the GP-students and the others have become wider apart in terms of skills and interest.

Another thing worth noticing is that the two last days of the week working life experiences are organised for one of the GPs. This is an option that ought to be open to all students, so it should not be regarded as a special education arrangement (for instance, it has long been available within vocational education).

On the days when one of the GP-students is working with the class, some individual instruction is provided for the other (e.g. one period Thursday afternoon). On Friday mornings (history) when no special teacher will be available, he will either go to the library and work on something prepared for him, or stay in class and be taught with the others. For the remaining periods he follows the class program, with or without some support provided by co-teaching.

TABLE II

TIMETABLE OF A 3RD GRADE CLASS - FGO

One student is at work

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	History T: A / ST	☒ C-languages Diff. teach./groups /T: E	Independent studies	Mathematics T: F / T: G	☒History T: A / ST
10.30	Norwegian T: B / T: C	☒ Mathematics T: F / T: G	☒Biology/Math. T: D+F / T: H	Project Diff. Teachers	Biology T: D / T: C
12.00		Class meetings	General Assembly meetings	Teach.'s + Stud.'s representatives meetings	The School Council meetings
13.00	Biology T: D / T: C	☒ Norwegian T: B / T: C		☒ C-languages Diff. teach./groups /T: E	Optional subjects no teachers - independent studies (Photo)
14.00			Mathematics (no teacher for the class) / ST	Mathematics (no teacher for the class) /(T:G)	
15.00					

T = teachers. A, B, C, etc. = subject teachers. ST = special teachers.

☒ ☒ = Periods + lessons when the GP-students are (sometimes) withdrawn/subj. on class timetable is changed.

In summary, then, the different forms of organised teaching for the handicapped students in the FGO are these -- in the sequence in which they are considered when individual programs are being arranged:

- Class teaching without any support;
- Class teaching with an additional teacher as support;
- Teaching in small groups, jointly organised for GP-students and other students;
- Teaching in small groups particularly organised for the GP-students;
- Individual instruction.

The special teachers, as well as being responsible for making the necessary arrangements, have a duty also to keep the handicapped students as high up in the "educational ladder" as possible.

Integrated teaching

When handicapped and non-handicapped students are taught separately, the teaching in the first case is referred to as special teaching; the other is ordinary teaching. The distinction made reflects the idea that the teaching in the two cases is different in content, form and relationships.

A third condition may be distinguished when handicapped and non-handicapped students are taught together. We refer to this as integrated teaching. Within the context of the ordinary school, integrated teaching can be undertaken by one or two teachers, with or without the presence of a support teacher. It can take place in ordinary classes or in smaller groups, provided both handicapped and non-handicapped students are represented. In the list of the various forms of organised teaching just presented, the first three represent integrated teaching as here defined. So all GPs are involved in one kind of it or another.

When integrated teaching is conducted without a support teacher, the class teacher is responsible for all of the students. A class of students always represents a wide range of abilities and interests, so class teaching is normally expected to be correspondingly differentiated. This same expectation applies no less to integrated teaching; but here the class teacher has to stretch her skills, for the differentiation is much greater.

Successful integrated teaching in the classroom depends on several factors. One, for example, is the size of the class and the extent to which it is possible to divide into smaller groups. Another is the means available: for instance, are there differentiated sets of texbooks or exercises, or other types of teaching aids for a given subject? Something noticed particularly at the FGO is that integrated teaching is easier to carry out and happens more frequently if strict subject lessons are replaced by project-oriented work.

Ordinary teachers are seldom made fully responsible for integrated teaching in the classroom when all the students are there. If only one teacher can be present, a support teacher will probably have helped plan the lesson.

Under favourable conditions, and depending somewhat on the subject of the lessons, a lot of integrated teaching can be carried out on this basis. At the FGO some students even insist on being taught this way, because they so much dislike having extra support in the classroom. A girl in a second grade was determined that she would stay fully on her own in the classroom. She had significant learning difficulties and obviously needed extra support teaching, but the special teachers regarded as more important that her decision on this point should be respected. Upper secondary education is not obligatory in Norway and, within the broad limits set by their own school, students may choose freely among subjects and forms of education. Handicapped students should have the same right.

Integrated teaching in full classes is mostly carried out as co-teaching. Tables I and II illustrate this point. In the FGO system, ordinary teachers may participate as support teachers in this. The main idea is that the support teacher acts as a teacher to the whole class and/or provides support for all students. It is regarded as particularly important that neither the handicapped nor the other students should feel that the support teacher is constantly looking after the GPs. When in this way ordinary teachers take turns as support teachers and the special teachers function as ordinary teachers, it seems that the two-teacher system functions more smoothly. In most situations, however, it is fairly obvious that the GPs receive more support than the others, and that more help comes from the support teachers than the class teachers. Thus, in practice, the roles of the two teachers are not fully equivalent and the fact that some students need more support than others is not concealed.

One of the special teachers at the FGO -- Grete Larsen-- has recently described how a program for teaching Norwegian literature was worked out for a second grade with two handicapped students, and it is relevant here to recall some of her observations (Grete Klottrup, 1981, P. 4).

The class comprised 20 students. That year, the GPs decided to follow their class course in Norwegian, with a support teacher in the classroom. The special teacher agreed to this, made the necessary modifications to the standard program and then acted, as requested, as co-teacher during the lessons.

From the teachers' viewpoint, the intentions behind this program were that the GPs should feel secure in the class situation, that they should be helped to contribute to the lessons, that they should profit educationally from them and participate in as many as possible of the class activities. In some subject areas, however, less exacting targets should be set for them.

The content of the school lessons in Norwegian is determined by the prescribed syllabus (examination requirements), and to some extent also by choices from optional topics made by the class. In literary history, this class was to study Realism as a special subject. Partly because "The Wild Duck" was being performed at the Norwegian Theatre at the time, it was decided to focus on Ibsen and enliven the reading of the drama with a visit to the theatre. Initially, the class teacher gave a general introduction to the whole of the literary period concerned; thereafter other works by Ibsen and his Norwegian contemporaries were studied in groups, each group making an oral presentation to the class of the book they had been working on. Extracts from selected texts and short novels were also put before the class for discussion.

The class concentrated on Realism for nine weeks, during which time all the Norwegian lessons (two periods each week) were taken up with this topic. For the two handicapped students a supplementary support plan was worked out by the special teacher. The principles behind this were these:

-- That the students were academically weaker than the others, therefore it became necessary to involve them in functions they could cope with: by asking them directly questions they could (be expected to) answer; by letting them read aloud from the texts, by giving them practical tasks (copying, writing notices/placards, carrying messages); by giving them special individual tasks which could contribute to the tasks of the rest of the class (prepare lists of authors and literary works, make illustrations to reports, tape-record language/literary specimens); by giving them special tasks/support for the writing of essays, etc.

-- That the students had difficulties in grasping and mentally retaining overviews, and problems with abstracts, theoretical uses of language. It was therefore necessary to ensure that they did not lose important information because it was presented in a difficult form. Accordingly access to information was simplified by systematically noting overviews, key words and other important points on the blackboard; by passing information directly to the GPs by handouts or otherwise; and by frequent references to concrete things by way of example.

-- That the students were weaker than the others in reading and could not, therefore, cover the same length or complexity of text. Thus they had to be supplied with easier and briefer literary historical overviews, with shorter author biographies and with extracts of literary works. Tape-recordings might substitute for some of the printed texts; other students might prepare summaries for written and/or oral presentation to the class.

According to Grete Larsen, the more the specific learning problems of the handicapped students were relieved, the more they could participate on a level with the other students in classroom activities. They had experiences that could contribute most usefully to class discussions, in which they could also draw upon relevant knowledge that had been gathered from elsewhere.

It was typical for the GPs to be more attracted to books and plays themselves than to any history of literature. Different literary trends did not interest them, nor did differences between authors. On the other hand, they would deeply engage themselves in discussions of a novel or parts of "The Wild Duck". Their focus was almost always on the action in a play or a story; discussions on language, styles and forms soon became too abstract for them to follow. When the handicapped students took an active part in the lessons, the others tended to address them more directly and more frequently, and this on the whole had a positive social effect on both parties.

So as to make the handicapped students participate as actively as possible in the classroom and as independently as practicable of direct support during lessons, the special teacher gave them two extra group lessons a week (outside the class) as a special preparation for, or follow-up on, some part of the program. This way of using special small groups for support is frequently found at the FGO, and it is worth looking at more closely.

Special small group teaching

A lot of group teaching is carried out in the course of the ordinary program at the FGO, and handicapped students take part in these groups along with the other students. Some small teaching groups, however, are organised for handicapped students only. These are referred to as special groups -- that is, small groups with only 2-3 members. In teaching, these groups may serve different purposes.

Some such groups are used to meet special needs in a more explicit way. Here we mean needs for more basic elementary instruction or specific training that appertain especially to handicapped students, for example in reading, writing, or the use of special aids. If such teaching is to be effective with students in the upper secondary age group, it has to be very well adjusted to, and coordinated with, their individual interests and level of motivation. What is more, it will only work well if there is a certain extent of variation and flexibility in the program.

At the FGO the students of the special groups mostly come from the same class. That is because the groups are particularly used for supporting and promoting integration. One example of this is the Norwegian literature project just described. Another example is the systematic use of a small group as a context for supporting the handicapped students' general understanding of current issues and events -- topics always of interest to the students at the school and frequently discussed. Special groups lend themselves well to special explanations, clarification of complex new terms and expressions, establishing points of fact, all of which help the handicapped students to profit intellectually from the talk going on around them in the school -- even to the extent that they may eventually take an active part in the discussions themselves.

As a caution, it must be observed that too much work in small special groups may introduce a strain on the relationship between the members. Experience at the FGO is that teaching in such groups must not take up too much time in the weekly timetable. It has to be balanced against integrated class teaching.

Providing appropriate teaching material

The lack of appropriate teaching material is a major problem for integration at the FGO. This reflects the fact that very few handicapped students have hitherto been admitted to education beyond the compulsory level, and for academically-oriented studies at upper secondary level, textbooks, exercises and other materials have mostly been designed for the more intellectually able students. Nothing has been done for support or special education at this level, so, for students over about 16 with learning difficulties, the few existing alternatives to the standard materials are likely to be too childish, either in form or content or both.

The state and/or the county authorities are expected to take on specific responsibility as concerns the production of teaching material for special education. So, with time, the situation should improve. But, as there is not much of a market for such material in a small country (a little more than four million people speak Norwegian), the difficulties are likely to persist.

From this it follows that schools who take in students with significant learning difficulties have to produce special teaching materials themselves. As said already, the FGO receives a grant from the authorities as a small compensation for the extra work the integration project involves and this means original work by the special teachers.

Over the last few years they have designed and produced sets of booklets for the instruction of students with learning difficulties in Norwegian, mathematics, English, biology, music, and social science. Each of these is produced at the school in the same shape and size as the work books used by the ordinary students. It normally contains 15-20 pages, and concentrates on a single topic. In the special teachers' view, the material produced for young handicapped students should preferably:

-- Not look or otherwise appear childish;

-- Follow a very slow progression of learning;

-- Be so designed that it can be used by students with reading and writing problems.

To date, some thirty of these booklets have been produced, and they are generally available for sale from the FGO. Additionally, though, the special teachers are continuously looking for other materials that will help handicapped students working on the same topics as the rest of the class. We can take an example of this from the integrated teaching of Norwegian literature. Here, as will be recalled, the materials were largely improvised (outlines, simple paraphrases, tape-recorded texts, etc.). They are, however, kept on file, so that they may be used again, improved, or broken up and recombined in new formats as may be required.

The school owns a computer which has been programmed in various ways to serve special teaching in, for example, mathematics, foreign languages, Norwegian and social sciences. Some of the non-handicapped students, who are computer "experts", have assisted in the development of useful programs for the teaching and training of the GPs.

6. SOCIAL INTEGRATION

The FGO has always emphasized the importance of the social milieu in the learning and development of young people and this applies no less to the students who are handicapped. Hence the concern for their integration in the social as well as the educational life of the school.

As we have remarked already, the FGO students as a body have always been somewhat heterogeneous, the result perhaps of their motives for enrolling being so various. Quite a number have been possessed by a strong wish to realise themselves as individuals. Others have come because they could not cope with (or because they actively resisted) adapting to the "normal" standards of behaviour supposed to be rigidly enforced by teachers or co-students in other schools. The FGO has a reputation for greater tolerance and patience in these matters than most other Oslo schools at this level.

The atmosphere of the school being thus one of tolerance to deviance, whether in behaviour or appearance, the presence of a few handicapped students does not arouse the attention or cause anything like the sensation it would in schools where conformity is the rule. This, of course, makes things easier from the start for the handicapped students who are generally accepted and respected. Most of their fellow students have received them with an open mind and, indeed, taken some interest in their problems. For the rest, the more negative symptoms of shyness and uncertainty have been relatively few.

The teachers also have received these young people in an open and unprejudiced way, accepting them with equanimity as a new group of upper secondary school students in their classrooms.

There is no doubt that the GP-students themselves have felt accepted and thus comfortable at the school. Upon direct questioning they have answered that they like the school, emphasizing particularly how much better the FGO school is compared to the schools they have been to previously. The interesting thing is that when we probed further into their opinions on the FGO, they often felt free enough to present critical as well as appreciative points of view.

The social milieu of the FGO (a vital part of its "self-image" as an alternative provision at the upper secondary school level in Oslo) may in fact have greater significance for the handicapped than for many of their non-handicapped schoolmates. The milieu itself takes its character, of course, from the variety of personalities in the member group; for its vitality, on the one hand, it needs a number of resourceful members with plenty of surplus energy and creativity; lastly, for its continuity it needs a stable group of "users". The handicapped students mostly belong to the latter group, and as such they must be seen as important participant members of the milieu. The following abstract from our field observations portrays the handicapped students in their role of "users" of the "out-of-classroom" environment at the FGO.

Three of the handicapped boys (it reads) were frequently seen together in the recreation room, the kitchen and the office area. They had some regular teaching together during the week, so many of their breaks and free periods came at the same time.

The recreation room is the place where most students spend their time between lessons -- eating, smoking or just chatting. It is the centre for all social activities at the school, being a large room -- so large that the General Assembly meetings are held there -- and furnished with several groups of easy chairs. The three boys were very often seen in this room, sometimes together and sometimes with other students. They seemed to feel particularly at home there. They circulated a lot and talked with everyone. Several times we saw ordinary students bringing these boys quite naturally into their conversation.

Handicapped students -- included the three boys -- were found to take a very active part in the kitchen affairs, both in preparing and selling the food. One of them was particularly noted for his participation in the office activities. He answered the telephone, took in messages, copied documents and suchlike. He also liked to do practical work, and was frequently seen around the building helping the caretaker.

At times the three boys' behaviour raised social problems. When they were together, they tended to become domineering, and their behaviour could have other disturbing effects. For instance, they liked to attend meetings, but when the discussion became too lengthy for them, they might well start running in and out the room instead of sitting still. Some of the students would look irritated, but they never said anything. One of the boys was particularly outspoken and was heard saying quite embarrassing things to one of the teachers -- again the teacher did not say anything.

This sort of behaviour by the handicapped triggering off a kind of extra-tolerance on the part of those who are unimpaired is a phenomenon that seems to lie at the very core of the integration process. It is a matter of observation that what ordinary people find most difficult when they are not used to dealing with the handicapped and then suddenly have to, is to conceive what the proper limits to their behaviour should be. Thus, at the FGO when the handicapped students have behaved in a reprehensible way, the others do not take the matter up with them face-to-face as they would with their peers -- they tend, rather, to go to the special teachers with their complaints. The same appears true of the ordinary teachers.

The special teachers told us that episodes such as these had given rise to serious discussion about the social interactional problems of integration, and that eventually the students and the teachers became more aware of the problems involved and more capable therefore of dealing with the handicapped students in disagreeable situations. In this respect there was a noticeable difference in success as between students who had joined the school recently and those who had been there together with the GPs for a couple of years.

We have focused here on the problems of integration. It is fair, then, that we should close this chapter by citing just a few examples of successful social integration. We heard these from the special teachers of the handicapped students themselves: one of the handicapped girls has served as an elected member of the School Council; many of the handicapped students go with the others to cinemas and exhibitions, and take part in other out-of-school activities with them in the afternoons or evenings. Some have been invited out to private social events.

7. CONCLUSION - AN EVALUATION OF INTEGRATION AT THE FGO

Although many ordinary schools in Norway are now developing provisions for handicapped students at upper secondary level, very few -- if any -- are doing this systematically in accordance with the principle of integration we have seen at the FGO. The organisational model evolved at the FGO is, however, much the same as that coming increasingly into use in ordinary schools at the compulsory stage in Norway, replacing the traditional "special class" or "clinic" system that has prevailed hitherto. How educational provisions for handicapped students at the upper secondary school level will be developed in the future, it is still too early to say; it is not unlikely, however, that it is the practice pioneered at the FGOs that will become the most usual in schools in the immediate future.

Provisions for the handicapped in upper secondary education have not only been few, but their range has been so limited. In this connection, one of the lessons planners and administrators of such provisions might well learn from the FGO is that ordinary programs within a school can be of interest to and serve the educational needs of students with significant learning problems. Here, as a start, is one way of broadening the content of what is offered them.

As for other young people in our society, the handicapped must be given opportunities for choice. The extent to which they are allowed to take part in any of the courses and studies provided in the ordinary upper secondary school will be a measure of the range of opportunities that is in fact available to them.

Handicapped people are also entitled to support; but the way in which it has been provided has frequently added to their handicaps, because they cannot obtain it and at the same time live a normal life. In the educational sector, special education is the main support delivered to the handicapped. The intention has been that this should widen their horizon of opportunity: in the event, it has frequently come to play a restricting role. To avoid such mistakes in the future, the primary role of special education should be recognised as helping the handicapped to get access to, and positive experiences from attending, the widest range of courses and studies in ordinary schools. The special teachers at the FGO have shown us how this can be done.

When handicapped students with significant learning problems are given access to ordinary upper secondary classes, we have seen that they are mostly able to follow part of the program with profit, and that with extra support they get even more out of it. Within ordinary class programs it is by no means difficult to include tasks that are appropriate also for handicapped students. When, too, they participate as ordinary members of a class, it prompts the teachers to become more aware of the need for variety in teaching strategy -- for instance in finding ways to illustrate abstract themes with concrete examples (a constantly recurring challenge).

The capability of ordinary upper secondary school teachers to teach handicapped students has been questioned, but little challenged. Experience at the FGO is that ordinary secondary school teachers may well be entrusted with teaching handicapped students -- that is, with teaching at an academic level far below that to which they have been accustomed. Indeed, some (for example one of their qualified mathematics teachers) find it professionally interesting to teach adolescents with severe learning difficulties even at elementary level.

When evaluating the provision organised for handicapped students at the FGO one must, of course, have in mind its declared purpose at the outset. We have gone into this in detail in Section IV but may be allowed here perhaps to recall three points in particular. First, the notion of the importance of "choice", and widening opportunities for the handicapped young people: these were the basic tenets of "School Group 10". The group then charged with working out the program went on to emphasize the need for further education on general academic lines because, more than other young people, the handicapped needed time and encouragement before having to make decisions on future occupation or vocational training. Overall, the program emphasized education as a value in itself that should ultimately prepare the handicapped for living a meaningful life.

The proliferation of the notions of "choice" and "widening educational opportunities" we have already dealt with, so we may now consider the extent to which students (and parents) have been satisfied with the provisions offered at the FGO: one, who started at the FGO in the autumn term 1978, stayed with the school less than two years. In March 1980 he was discharged at his parents' wish and, according to one of the special teachers, he got a job. Another student stayed a little less than three years. All the others who started in 1978 stayed with the school until the summer 1981, completing three years. One student continued for a fourth year as a part-time school-and-job student. All those who started in 1979 also stayed for a full three-year period. This very low drop-out rate is a positive indicator of the way in which the provision has fulfilled a number of its original objectives.

The general impression is that the handicapped students enjoy being at the FGO, and that this includes the pleasure they feel at making progress in terms of knowledge and skills. Examinations are not held there, nor do any other kinds of test of knowledge or ability play a significant role at the school. In line with this general attitude towards examinations and testing, the special teachers do not do much in the way of formal assessment of their pupils' classwork. They are, however, constantly concerned with the whole development of the students -- social, affective and cognitive -- and actively involved in exploring problems of adjustment and possibilities for successful experiences. In this process the students participate on a cooperative basis.

As a consequence of the informal character of the evaluation procedure at the school, we have few objective data on the handicapped students' learning achievement. It is, however, revealing that some of them have presented themselves for public and final examinations (at other schools). In this they have followed the normal practice of FGO students; but while the others usually sit examinations in whole sets of subjects, the handicapped have only presented themselves for a limited number at a time, for example, natural science alone, social science, religion. On average, they have obtained very good results, which is quite astonishing in view of the fact that the students were enrolled in special education at the compulsory school level. The main point, however, is not that they made such progress academically during their stay at the FGO. What is more impressive (and what is bound to count more in the long run) is the gain in self-confidence that must have taken place at the same time.

And finally, a brief look towards the future. At the moment, the prospects for all young people in Norway are uncertain, and we tried to find out what the future concerns of our handicapped students were under these conditions. Those we talked with were certain that they could live on their own, and the chances of their being able to do so in reality in the future seemed to be their greatest worry. They were not afraid of being lonely; they said that they had hobbies and a lot of interests; and all of them knew that they could manage to take care of themselves in every way.

They were afraid that they could not become economically independent. They hoped to get a job after finishing at school. They also had some ideas as to how to go about it; but they were aware of the difficulties they would probably have to face in the world of work.

As to the handicapped students who have already finished at the FGO, we have no specific information but we understand that the majority are in part-time work and/or further education. For the latter, courses, within adult education have been mentioned, and one of them has been taken into a work training institute. Education is sometimes combined with jobs, either in open enterprises or in "sheltered" workshops.

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